

Bengeworth CE Academy



More Able and Talented Policy

Coordinator: Rachel Seneque

Updated: September 2019

Review: September 2020



Inclusion Policies

Inclusion, Special Educational Needs & Disability, Accessibility, Mental Health & Wellbeing, More Able & Talented, Touch and the use of physical intervention

Introduction

All pupils at Bengeworth CE Academy are entitled to a structured, balanced and challenging curriculum that is suited to their needs and ability. We recognise pupils as individuals with unique personalities, skills and abilities and we provide high quality teaching, which makes learning challenging, engaging and enables all children to reach their full potential. We believe that the development of provision for, talented and more able pupils will improve provision for pupils of all abilities. Our policy of maximising the potential of our most able pupils is understood and supported at all levels in the school, including with governors and all staff, as well as pupils and parents/carers. This policy is implemented in order to support our school vision.

Aims Through the policy, we aim to ensure that we:

- Identify the more able and talented (MAT) pupils. Most and more able
- Recognise and support the abilities, personal qualities and talents of all pupils.
- Promote a sense of enjoyment and excitement in learning and a culture of high expectations for all pupils.
- Ensure that all pupils receive an education appropriately pitched to their abilities;
- Provide challenge for all, including the most able, employing a range of teaching methods which encourage pupils to take responsibility for their own learning;
- Provide opportunities for all pupils to develop their strengths through high quality extra-curricular activities and curriculum enrichment, including specific provision for gifted, talented and more able pupils;
- Consider the personal, social and emotional needs of all pupils, including those of our most able;
- Work in partnership with parents to maximise the opportunities for pupils' to reach their potential;
- Celebrate the achievements of all pupils;
- Use national standards to regularly review our provision for gifted, talented and more able pupils.
- Recognise the different needs of our more able and talented pupils, including those who coast, are underachieving, have special educational needs (which may be hidden or masked by their ability) or are from ethnic minorities.
- Recognise the social and emotional needs of our gifted and talented pupils and support them as part of our policy, including poor risk-taking skills and perfectionism.
- We have a school environment, which positively supports our more able pupils, actively encouraging questioning and challenge, as well as creativity and higher order thinking skills

Definition

Able	Students who achieve, or have the ability to achieve, above average in one or more academic areas, including areas outside the main school curriculum. This also includes children who are leaders or role models and who display outstanding leadership and/or social skills.
Gifted	Students with an innate ability, who present a natural, outstanding aptitude or competence for exceptional performance.
Talented	Students who excel in one or more specific fields: <ul style="list-style-type: none">▪ Creative and Performing Arts – Art, Design & Technology, Drama, Music;▪ Physical Education/sporting ability; and/or▪ Extra-curricular pastimes – e.g. Chess.
Dual Exceptionality	Students who are able, gifted or talented but also subject to a barrier of learning, such as dyslexia, Asperger’s Syndrome, or a physical disability. It is worth remembering that able pupils can also be: <ul style="list-style-type: none">▪ of high ability but of low motivation;▪ of good verbal ability but have poor writing skills;▪ very able but with a short attention span;▪ very able with poor social skills; and/or▪ keen to disguise their abilities.

The DfE and Ofsted define the more able in terms of those whose progress significantly exceeds age related expectations.

‘**More able**’ pupils are those who have ability or abilities beyond the large majority of children in the school and who consequently require more challenging learning. Within this will be a smaller number of children who show exceptional abilities in one or more subjects in the statutory school curriculum. Their potential will be shown in any or all of a wide range of contexts, such as different learning styles, creativity or leadership. In addition, as we try to have the widest possible view of ability, we also encourage and celebrate children who, for example, are particularly good at helping others, or noticing when children are upset and helping them.

As an Academy, we have a number of pupils working above the level expected for their year group. We have therefore chosen to use the term ‘**More Able**’ on a day to day basis to identify and track those pupils who are academically very able in one or more areas, encompassing a wider group than those just included on the census.

Identification

A range of information is used to support identification of Gifted, Talented and More Able pupils. This may include:

- National curriculum tests.
- Use of FFT predictions to track more able Key Stage 2 pupils.
- On-going teacher assessment.
- Information from the current and previous teachers.
- Classroom observations.
- Work scrutiny across the curriculum.
- Performance in extra-curricular activities.
- Performance outside of school e.g. involvement at a high level in a sports club.
- Use of identification checklist and pupil profiling tool.

Identification of more able and talented pupils is a continual process, as each individual’s level of ability is not fixed and may develop significantly over time. The register will be reviewed at least twice a year.

Provision

We provide three 'waves' of provision for pupils to ensure that they receive an education appropriate to their abilities.

Wave 1 Provision: Quality First Teaching – whole class

As an Academy, we strive to ensure that pupils receive high quality whole class teaching. Teaching and learning approaches, which are particularly appropriate for challenging able pupils, are used to benefit the whole class, whilst ensuring that the needs of the most able are met during whole class sessions.

Wave 2 Provision: Differentiated Group work and individual work

All pupils benefit from regularly planned differentiated group work as part of the curriculum. For our most able pupils, this will include guided tasks with the class teacher, independent group work at an appropriate level and appropriately challenging COOL time tasks. This also might include a specialist teacher being used to teach pupils of similar ability from across the year group together.

Wave 3 Provision: Targeted Support

Individual provision may be used on occasions for the small number of pupils who demonstrate exceptional ability, or who require an individualised programme to support their needs and be in receipt of an Individual Challenge Plan.

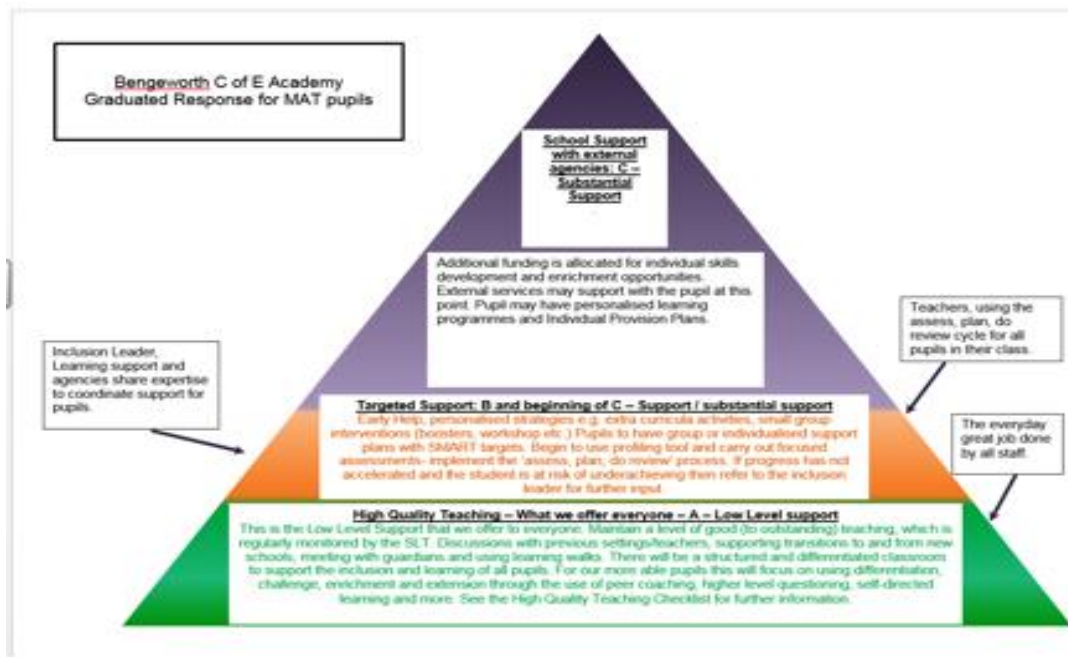
Working at Mastery

Mastery is how a pupil can apply much of the curriculum as a whole in more complex and in-depth, cross-objective, multi-modal methods. It demonstrates how skillfully a child can apply their learning. Mastery is not just knowing a fact, but it is using that fact in increasingly more complex situations. The aim of mastery work is to add richness, fullness, range and deeper understanding to pupil's existing knowledge. It requires pupils to apply their existing knowledge to new contexts, to pose and answer their own questions, and to solve problems. It is through this work that our most able pupils are able to demonstrate their potential

Extension and enrichment work

The aim of extension work is to teach a pupil new knowledge or skills, increasing the range of the pupil's knowledge or understanding. Learning new techniques or facts, and moving forward to the next step is what extension work is primarily concerned with.

Enrichment work in school aims to take the basic curriculum subjects and expand them, looking at them in more depth or from a different perspective. An example of this may be enrichment through school trips, science days or book weeks.



Monitoring and Review:

Class teachers will keep records of the attainment and progress of the more able and talented pupils in those areas in which they excel. This is used to inform future provision necessary to meet their needs.

Class teachers review progress and set targets with pupils each term, or more often if required.

Class teachers update their Epiphany tracking sheets for all pupils in their classes in Reading, Writing and Maths every half term.

The Data Coordinator analyses the whole school data every half term and the findings are shared with class teachers, SLT and Governors.

Half termly pupil progress meetings are used to identify and track differentiated provision put in place to support more able pupils' development.

The More Able and Talented Policy is reviewed every year, or earlier if deemed necessary.

The Role of Staff

Achievement Leader

The Inclusion Leader will be responsible for more able and talented pupils, liaising with staff regarding their responsibilities as noted above, coordinating the regular review of provision and the register, and ensuring that any identified strengths and areas for development are reflected in the action plan, more able and talented provision. Also, liaising with class teachers and parents regarding any concerns about pupils on the register and support Phase Leaders with the development of provision. The Data Coordinator / Inclusion Leader will track and monitor the attainment and progress of these pupils. Ensuring class teacher and SLT receive a progress report every half term.

Senior Leadership Team

The SLT will ensure that discussions regarding the progress of pupils on the register are held every half term as part of the whole school monitoring. Provision for most able pupils will be monitored through the school's monitoring system including lesson observations, work scrutiny and ROLT (Reflect on Our Learning Together) discussions. The SLT are responsible for ensuring that there are regular opportunities for staff training in teaching methods of benefit to the most able pupils and pupils have opportunities to take part in more able events across the cluster.

Year Group Leaders

Year Group Leaders are responsible for ensuring that regular discussions take place regarding the planning and provision for most able pupils during pupil progress meetings. Identification of pupils for the register will take place through year group discussion. Provision for most able pupils will form part of the Year Group Leader's on-going monitoring of the year group, including moderation of work, work scrutiny, pupil interviews and lesson observations.

Class teachers

Class teachers are responsible for the day-to-day teaching and assessment of our most able pupils. Teachers will refer to more able pupils in planning to highlight key provisions in place to support learning. They will also regularly update parents at parents' evening and through the end of year report.

Subject-specific teachers:

Are responsible for keeping up-to-date with talent development within the subject. Keeping a subject-specific register of the pupils. Implement subject-specific initiatives to maximise the potential of all pupils, including those identified as more able and talented.

Reporting to Parents:

- Parents are informed when their child is placed on the More Able and Talented Register, and information is shared on which area / areas they are excelling in.
- Parents are offered the opportunity to meet with the Talented and More Able Leader, and their child's class teacher, to discuss the opportunities the school is providing for their child.
- Parents are signposted towards any additional provision they can access outside of school in order to support and develop their child's abilities in identified areas.
- Parents will receive a report about their child's attainment and progress at the end of each academic year.

Signed by:

Executive Head
teacher

Date:

Chair of governors

Date:

Next review date: Sept 2020