

Shireland Collegiate Academy Trust Policy

Primary Policy

More Able and Talented

Committee and Date Approved	SPC Board – June 2018
Category	Recommended
Next Review Date	Every three years unless change in legislation – June 2021
Policy Availability	Trust Website
Officer Responsible	Educational Lead

The Trust, all Academies within the Trust and Shireland Learning Limited must comply with this policy.

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Rationale

An education that challenges, motivates, promotes independence and helps pupils develop their skills and abilities intellectually, artistically, creatively and physically should be available to children of all abilities at Holyhead Primary Academy.

The school organisation and curriculum must allow each pupil to learn at a pace appropriate for them, with more able pupils given the opportunity to study subjects to a greater breadth, depth (and where appropriate acceleration) using curriculum knowledge to solve problems and investigate possibilities, and for talented pupils to develop their aptitudes and abilities.

Aim

To ensure that all more able and talented pupils are challenged and supported to reach their potential.

Objectives

- To ensure that all more able pupils throughout the school, including disadvantaged more able pupils, make at least good progress.
- To ensure that all more able pupils, including disadvantaged more able pupils, achieve ambitious outcomes.
- To provide a powerful curriculum that extends and enriches the learning experience of more able pupils.
- To provide challenging teaching that stretches and inspires more able pupils.
- To accurately assess and track the progress of more able pupils so that focused interventions can be used where necessary to support progress.
- To support and nurture those that have talents to become exceptional achievers and learners in their field / subject / area.

Definition

The term 'More Able' describes pupils who are considered to be working at a standard which is higher than the age related expectations for their year group (or with the potential to develop those abilities) in one or more academic subjects, such as Mathematics, English, Science, and Humanities.

'Talented' refers to pupils who have practical skills and demonstrate significant ability in areas such as Physical Education, Art, Design and Technology, Computer Science or Performing Arts.

Identification

More able and talented pupils are a diverse group and their range of attainment will be varied. Therefore a range of strategies will be used to identify them including:

More Able & Talented



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- Observation of pupil's approach to routine work in class and activities outside the classroom.
- Analysis of formative and summative assessments
- Observing the pupil systematically in a range of learning contexts and identifying those who demonstrate social or leadership skills, an aptitude for problem solving or acute listening skills.
- Observing pupils responses to their work and talking with them about what they like, dislike and what enables them to learn best.
- Tracking pupils through ongoing assessments.
- Observing their ability to take the initiative or adapt to different circumstances.
- Monitoring performance in the Curriculum using teacher assessments and other measures including standardised tests and scaled score where appropriate.
- Judging their attainment and progress against age expected objectives and similar pupils
- Consultation with parents and families
- Information received from previous schools

Characteristics to look out for:

More able and talented pupils are a diverse group and their range of attainment will be varied. They are more likely than most pupils to:

- think quickly and accurately;
- work systematically;
- generate creative working solutions;
- work flexibly, processing unfamiliar information and applying knowledge, experience and insight to unfamiliar situations;
- communicate their thoughts and ideas well;
- be determined, diligent and interested in uncovering patterns;
- achieve, or show potential, in a wide range of contexts;
- be particularly creative;
- show great sensitivity or empathy;
- demonstrate particular physical dexterity or skill;
- make sound judgements;
- be outstanding leaders or team members;
- be fascinated by, or passionate about, a particular subject or aspect of the curriculum;
- demonstrate high levels of attainment across a range of subjects or within a particular subject or aspect(s) of work;
- are able to use a high level of mastery in order to work with the curriculum objectives taught.

It is important to recognise that not all more and most able pupils are obvious achievers. Many actually under achieve – their potential is masked by factors such as frustration, low self-esteem, Special Educational Needs, lack of challenge, and low teacher/parent expectations. To enable these pupils to fulfil their potential, it is vital to give everyone in the school the opportunity to excel.

At Holyhead Primary Academy, we recognise that we need to be alert to any groups of pupils who may be underachieving and to assess the potential ability of these pupils.

Planning for Provision

We aim to:

- create an ethos where we celebrate pupils feeling good about achieving excellence;
- encourage all pupils to become independent learners;
- provide a wide range of resources to accommodate the needs of more and most able pupils;
- offer opportunities for the more and most able pupils to work independently or with older pupils of the same ability;
- use technology to extend and enhance learning opportunities within school and at home
- provide a broad and balanced curriculum that allows for more able and talented pupils to deepen and broaden learning
- celebrate achievement;
- involve pupils in decision-making, for example as members of the school council;
- encourage pupils to carry out extra research work;
- encourage pupils to participate in out of the classroom activities;
- ensure that provision for more and most able pupils is embedded in all aspects of school life;
- support the effective transition of more and most able pupils to the next stage of education;
- encourage parents and carers to be aware of their role in supporting and encouraging their child's learning by recognising their child's interests and abilities, providing resources and opportunities at home and setting realistic targets;
- promote celebration of achievements by asking parents to inform the school if their child has an out-of-school award etc.
- use a mastery curriculum, so a child can apply much of the curriculum as a whole in much more in-depth and degree of complexity.

Whole school strategies:

- individual pupil target setting in Mathematics and English;
- differentiation by accessing the whole curriculum to the learning needs of the individual;
- enrichment and extension activities which add breadth and depth to the curriculum;
- acceleration where appropriate;
- setting and separate pupil groups where appropriate;
- the encouragement and celebration of special abilities and individual achievements through whole school assemblies where children are commended and awarded certificates;
- school productions to challenge and extend talented artists, singers, dancers and actors;
- class assemblies;



- enrichment activities when the normal timetable is suspended for cross-curricular projects, which offer pupils more challenge and responsibility;
- after-school clubs to extend the curriculum further.

For those pupils who are talented in the Performing Arts they will be able to attend Shireland Collegiate Academy Trust's Theatre School with the Birmingham Hippodrome and the local Primary choir and Rockband established by the Trust.

We will also have access to subject specialists and facilities such as Design and Technology, PE, Computer Science, Mathematics etc. from the founder Secondary Academy to really push and meet the needs of more able pupils.

Classroom Strategies

Through effective planning, assessment, record-keeping and liaison with children's previous teachers we aim to:

- analyse attainment data to identify those pupils who have the potential to reach high levels of performance
- provide problem solving and investigation activities to develop reasoning, questioning and thinking skills.
- identify appropriate objectives and have explicit activities for the more able and talented across the whole curriculum.
- ensure that teachers' planning takes account of the pupils' prior learning to avoid repetition
- provide stretching curricular targets, set with pupils
- share appropriate learning objectives and expected outcomes with pupils so that they can achieve deeper level learning
- design learning activities that offer additional stretch through a combination of enrichment, extension and where appropriate, acceleration.
- provide opportunities for learning in settings beyond the classroom, for example in real-life contexts which support problem-solving and application of knowledge and skills
- give support in specific areas, for example through language support or mentoring
- use technology to give challenge and extend learning.
- encourage all children to become independent learners and discerning questioners by:
 - organising their own work
 - carrying out unaided tasks which stretch their capabilities
 - making choices about their work
 - developing the ability to evaluate their own work and so become self-critical
- provide challenges through high-quality tasks for enrichment and extension
- set differentiated and appropriately challenging home projects
- ensure pupil's achievements match their potential ability, taking into account the school's performance data as well as information from its own pupil tracking



Roles and responsibilities

The more able and talented coordinator will:

- create a database of more able and talented pupils
- monitor and track the progress of more able pupils and the progress of key groups within the more able cohort
- work with all staff across phases to put in place appropriate interventions for more able pupils and evaluate the impact of these, especially ensuring that any gaps in performance between different key groups of more able pupils are narrowing
- monitor and track the appropriateness of the curriculum of more able pupils
- coordinate the provision of enrichment opportunities for more able pupils
- work with the relevant staff to ensure appropriate and ambitious information and guidance is provided for more able pupils
- work with the relevant staff to ensure that the teaching of more able pupils is appropriately challenging and that staff are given appropriate professional learning opportunities to develop their teaching of more able pupils
- keep staff informed of research, good practice and resources on effective teaching of more able pupils.

Monitoring

- All teachers are involved in identifying more able and talented children as a whole school process.
- All teachers will assess the progress of pupils through normal classroom practice and assessments.
- Additional monitoring is carried out by the Assessment Lead and individual subject leaders to ensure that the whole school curriculum meets the needs of the more and most able children.
- The Assessment Lead also analyses and collates the results of national and school based tests, which provide valuable information for future planning
- Lesson observations across the curriculum will ensure the correct provision for the more and most able pupils in our school
- The SENCo/Curriculum Co-ordinator are jointly responsible for monitoring this policy, the provision throughout the school and the outcomes.

