



To Inspire and be Inspired

St Brigid's School

More Able and Talented Policy

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Introduction

As a school with a Catholic ethos and tradition we recognise that each one of our learners has talents and skills which we aim to identify and nurture. It is our priority to develop the individual needs of all learners and an important extension of the aims, policies and ethos of the school is to recognise the needs of More Able and Talented learners and develop strategies for the identification, support and challenge of such learners in our community. It is important to note the existence of all-round exceptional ability but we must also acknowledge the greater number of learners who are more able and talented in specific areas.

The Welsh Assembly Government define the More Able and Talented in the following terms:

‘In Wales, the term “more able and talented” encompasses approximately 20% of the total school population, and is used to describe pupils who require enriched and extended opportunities across the curriculum to develop their abilities in one or more areas. In every school there will be a group of pupils who require greater breadth and depth of learning activities than is normally provided for the usual cohort of learners.’

(A Curriculum of Opportunity: Developing Potential into Performance (WAG 2003)).

There should be flexible provision for learners requiring enrichment and support in order to achieve their full potential. This provision should raise their aspirations and achievement by developing their:

- ability to learn
- range of knowledge
- core skills, e.g. problem solving
- creativity
- intellectual curiosity
- specific talents.

This policy applies to all learners from Foundation Phase to Key Stage 5.

2. Aims of the More Able and Talented Pupils Policy

- To develop a range of learning and teaching strategies that extend and support pupils’ development.
- To develop a curriculum that extends and enriches the learning experiences of this particular group of pupils.
- To identify pupils who are more able and talented without alienating or undermining others.
- To work effectively in partnership with pupils and parents/ carers to develop individualised learning.
- To develop provision for more able and talented pupils that reflects Welsh Assembly policy
- To identify current practice and develop further, extra curricular ‘enrichment’ to support more able and talented pupils but which are available to all learners.
- To ensure that appropriate provision and opportunities are given to More Able and Talented learners.

In order to achieve these aims, we aim to create a learning culture which:

- Values learners' own interests and styles
- Encourages independence and autonomy
- Supports learners in using their own initiative
- Encourages learners to be open to ideas and initiatives presented by others
- Encourages connections to be made across subjects and aspects of the curriculum
- Links learning to wider applications
- Encourages the use of a variety of resources, ideas, methods and tasks
- Involves learners in working in a range of settings and contexts, e.g. individual, groups, pairs, class, cross year group, cross key stage
- Encourages learners to reflect on the processes of their own learning and understand the factors that help them progress.

3. Definitions

More Able and Talented is the general term for this concept;

Pupils may be ***more able and/ or talented*** in diverse fields (academic, creative or sporting)

- ***More able*** pupils would demonstrate a higher ability than average for the class and would often require differentiated tasks and opportunities to learn through challenges
- ***Most able*** pupils will be working at two levels or targeted for the highest grades in examinations classes and are above the majority of pupils in the class and would usually require additional and different provision.
- ***Talented*** pupils demonstrate an innate talent or skill in creative or sporting fields

Talents can be in one or more areas, such as:

- core subjects
- specific curriculum subjects
- organisational ability
- leadership
- creativity
- thinking skills
- social skills

4. More Able and Talented Pupils - Roles and Responsibilities

Responsibilities

The school recognises that successful provision for more able and talented pupils is dependent on partnership working. All parties involved in this process have rights and responsibilities which need to be acknowledged and respected. These will include:

School

- The school aims to provide a stimulating learning experience for all its pupils, this includes the More Able and Talented pupils.
- Teachers in the school will adapt their teaching to stretch the More Able and Talented pupils in their classes.

Pupils

- More Able and Talented pupils will be asked to set their own high achieving learning targets and will be provided with differentiated work to meet these targets.
- More Able and Talented pupils will be expected to recognise and accept their ability and agree to work to achieve to that ability level

Parents:

- Parents / Carers will be made aware that the school is committed to meeting the needs of all pupils including those who are identified as More Able and Talented.
- Parents / Carers of More Able and Talented pupils agree to encourage their child to give of their best and to support the school in their efforts to help them to achieve their identified level or grade.

More Able and Talented Pupil Coordinator will:

- Put in place a register of More Able and Talented pupils – dependant on discussion with subject teachers
- Monitor and track the progress of pupils identified with SLT.
- Lead staff discussion and raise awareness through effective INSET provision.
- Liaise with Heads of Learning, Curriculum Leaders and class / subject teachers.
- Manage the sharing of good practice.
- Give advice on extending opportunities and linking to other agencies.

Teachers will:

- Discuss and share the planning of lessons and provision for these pupils with the MAT Coordinator so as to ensure needs are met.
- Have a range of teaching strategies that can be used to meet the needs of More Able and Talented pupils in line with the Practising Teacher Standards.
- Make flexible and efficient use of resources within and across departments.

The Senior Leadership Team will:

- Oversee the whole school approach to target setting, tracking and ensure that intervention is timely and outcome driven.
- Ensure that school requirements are being met.
- Ensure that as far as possible adequate resources are made available.

Governors will:

- Be responsible for ensuring that this policy is fully implemented.
- Nominate a governor to have specific responsibility for pupils who are More Able and Talented.
- Ensure that the Annual Governors' Report to Parents will comment on the implementation of this policy.

5. Identification Strategies: (See Appendix 2)

The school is committed to identifying pupils in response to this policy's definition of More Able and Talented, which will help to accurately identify the diverse range of abilities.

This will be achieved by using a variety of strategies as part of the identification process according to the age of the pupils.

It is not intended to define a pupil as More Able and Talented based on the results of a single outcome, but rather, from a combination of any of the following:

- Prior attainment, including NC Levels, teacher assessment and other national tests including CATs
- Teacher observation and nomination based on work in individual subjects / areas of excellence
- Assessment of preferred learning styles
- Pupil checklist of characteristics
- Parent nomination based on skill, interests and abilities for non-academic subjects (e.g. sailing which is conducted outside of school).

On entry information will be provided to teachers to inform them of potential MAT pupils. It is then the responsibility of each subject or class teacher to identify/ confirm the MAT pupils within their subject area and to convey this to the MAT Coordinator. Teachers are then expected to plan in lessons and activities in accordance with the needs of MAT pupils in line with the Practising Teacher Standards.

6. Partnership and Communication:

- All More Able and Talented pupils will be entered on the school's More Able and Talented register.
- Parents/Carers will be informed that their child/ren has been identified as being More Able and Talented and that they have been placed on the More Able and Talented Register.
- St Brigid's School values working in partnership with all parents. The views of parents will be sought at all stages of assessment and provision. All communications involving decisions will be recorded.

- The nature of additional provision for More Able and Talented Pupils at the highest level may be outside school and outside school hours. The School will do its utmost to identify such opportunities and make pupils as well as parents / carers aware of any such possibilities.
- Where appropriate the school will link up with its cluster group and Higher Education providers to provide additional provision.
- The school website will mention provision for More Able and Talented pupils.

7. Teaching and Learning: (see Curriculum Policy for more detail)

Teaching and learning strategies could include where appropriate:

- Extension opportunities
- Child initiated learning opportunities
- Differentiated teacher questioning
- Targeted use of classroom assistants
- Adopting a problem solving approach
- Adopting a skills based approach
- Awareness of learning styles
- Use of more able and talented pupils as tutors and/or mentors
- Acknowledging pupils' success through displays/rewards/newsletters
- Encouraging identified pupils to share their expertise and skills, supporting others whenever possible

Schemes of Work will take account of the need for teachers to plan individual lessons which take into consideration the needs of MAT pupils (**see Appendix 3 for classroom strategies**)

8. Monitoring and Evaluation

- Pupils should be aware of their ability so that they can be instrumental in setting their own learning targets.
- The MAT coordinator should liaise regularly with the governor with responsibility for More Able and Talented pupils.
- The school's Quality Assurance process will monitor the provision for More Able and Talented pupils, including accurate target setting, book scrutiny and learner voice feedback.

9. Complaints Procedure

If there are any complaints about the application of this policy, contact in the first instance should be with the MAT coordinator.

If the matter is not resolved satisfactorily, the matter should be referred to the Headteacher who will deal with it in accordance with the School's Complaints Policy.

10. Staff Training

The Head Teacher and SLT are responsible for identifying the need for staff training to help teachers develop their teaching methods and learning styles. INSET training will be organised when appropriate and this may involve external speakers.

The Coordinator will assist as appropriate in the provision of training for teaching and support staff. In particular the Coordinator will form links with the LA and other schools to devise and share training opportunities.

Governors will also be updated regularly on the provision for More Able and Talented Pupils by the Coordinator and the Governor with specific responsibility

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Appendix 1

The Needs of More Able and Talented Pupils to be met by being aware of the following.

The pupil

1. will be able to work at an increased pace
2. may have a starting point different to others
3. will need less practice at tasks
4. will need less detailed instruction
5. will be able to study independently
6. will need a reduced number of steps in a process
7. will be able to cope with open-ended situations
8. will understand abstract tasks
9. should be given the opportunity to take risks
10. should be given a wide variety of opportunities
11. should be given creative opportunities
12. should be given the chance to experiment
13. will be given appropriate question and answer sessions
14. should be given the chance to work closely with peers
15. will be given enrichment opportunities outside school if possible

Appendix 2

In Foundation Phase the class teacher will identify More and Most Able pupils, this will be based on:

- Data gathered through the on entry baseline assessment and Foundation Phase staff observations.
- Predicted outcome levels at the end of the phase which are above the National expectation.

In Key Stage 2 the class teacher will identify the More and Most Able pupils based upon:

- Prior attainment from end of Foundation Phase
- Pupils with a predicted level 5 or above in one or more of the core subjects
- Scores from CATs and National Literacy and Numeracy tests

In Secondary, The ALNCO and SLT in cooperation with teachers will identify More and Most Able pupils based on:

- Prior attainment, (Level 5 in one or more core subjects at the end of Key Stage 2)
- CATS scores of 115 mean or above or CAT scores of 115 in one or more of the areas, despite a lower than 115 mean score
- Fischer family Trust D targets – with a predication of two levels above end of Key Stage expectations.
- FFT predications of mostly A or A* grades

Talented Pupils will be identified by:

- teacher recommendation –complete the Identification Form and pass to ALNCO
- information received from parent or pupil
- information received from peripatetic teachers

Appendix 3 –see Resource Bank on the school shared drive for explanation of these ideas and resources.

Differentiation Strategies For More Able and Talented Pupils

 <p style="text-align: center;">Time / Pace</p>	<ul style="list-style-type: none"> • Less Time • More Time • Thinking Time • Time to Review or Evaluate
 <p style="text-align: center;">Support</p>	<ul style="list-style-type: none"> • Resources • Teacher intervention • Use of Teacher Assistants • Mentors • Other Adults / Pupils
 <p style="text-align: center;">Task</p>	<ul style="list-style-type: none"> • Open – ended activities • Challenge Sheets –question with no support • Investigation • Broadening –find out more • Deepening –explain in more detail/depth • Analysis,Synthesis, Evaluation
 <p style="text-align: center;">Negotiation</p>	<ul style="list-style-type: none"> • Devising own Challenges • Research and feedback to all pupils • Selecting from Menu of Activities
 <p style="text-align: center;">Resources</p>	<ul style="list-style-type: none"> • Artefacts/Videos/Websites • More challenging Texts • Bank of materials related to topic

 <p style="text-align: center;">Recording</p>	<ul style="list-style-type: none"> • Graphic Organisers • Written • Spoken • Collages / Montages • Posters • Models • Mind Mapping
 <p style="text-align: center;">Pupils</p>	<ul style="list-style-type: none"> • Hotseating • Resident Expert • Shared Brain • Envoying / Jigsawing • Think, Pair, Share • Talking Partners
 <p style="text-align: center;">Questioning/ Dialogue</p>	<ul style="list-style-type: none"> • Thinking Skills • Higher Order Questioning • Debate / Discussion • More Complex Language • Subject specific • Devil's Advocate • Value Continuum
 <p style="text-align: center;">Organisation</p>	<ul style="list-style-type: none"> • Pupil Grouping (friendship/ Ability) • Independent activity • Pair work • Learning Styles • Classroom Layout • Access to resources • Range of tasks
 <p style="text-align: center;">Outcome</p>	<ul style="list-style-type: none"> • Marking / Assessment • Amount of work required • More complex for more able • Different products from same task