



Academically More Able and Talented Policy

Date of Policy Issue:	May 2017
Review Date:	May 2019
Name of Responsible Manager/Headteacher:	Julie Mullane
Signature of Responsible Manager/Headteacher	
Signature of Chair of Governors	
Date:	

Issue number	4
Changes:	<ul style="list-style-type: none"> • Removal of a bench mark table for identification based on levels • Updated definitions • Updated 'Organisation'

Rationale

To ensure we provide a systematic and effective approach to identification and provision for Academically More Able and Talented pupils.

At Kings Worthy Primary School our identification and provision for Academically More able and Talented children promotes our school ethos where:

- *Self-esteem is recognised as the most significant factor in being a successful learner*
- *All achievements are linked and build further confidence in future goals*
- *Achievements are made explicit to children*
- *Children see learning as a continuum which, given time, anyone can master*
- *Children are able to readily identify achievements and proud moments*

Purpose

To identify and support our academically more able and talented pupils so that they raise their aspirations, boost their attainment and broaden their horizons.

What does Academically more able and talented mean?

Academically More Able Pupils

More able learners are children significantly achieving above national expectation in one or more core subjects in the school curriculum (i.e. maths, English and science) other than art and design, music and physical education (P.E.) as well as showing developed social and learning skills and behaviours.

Able Pupils

Able learners are achieving or have the potential to achieve above their peer groups in one or more core subjects in the school curriculum other than art and design, music and Physical Education (P.E.).

With the removal of national curriculum levels, we will consider that children who are working beyond their Age-Related Expectations (ARE) are 'able'. Academically more able children are likely to be working significantly beyond ARE and are likely to be working at mastery/greater depth in one or more subjects.

Using end of Key stage 1 levels

While there are still children at the school who received levels in the end of Key Stage 1 SATs, we will continue to use their levels to identify them as able or academically more able, and also to track their progress throughout key stage 2.

A child who achieved a level 3b in a subject at the end of Key stage 1 will be considered to be 'able'. A child who achieved a level 3a or higher will be considered to be 'more able'. These children should reach 'mastery' in the KS2 SATs under the new assessment arrangements.

Talented Pupils

Talented learners are children who have abilities in art, design and technology, music, P.E., Computing, creative thinking or performing arts such as dance and drama.

Identification and monitoring

Children are identified through various methods which may include the following:

- School tests
- External tests
- Teacher identification using ongoing assessments made using Target Tracker
- Parent identification

Individual children will be monitored by the class teacher and the Able child leader in conjunction with parents and pupil. Monitoring may take a range of forms from consideration of test results, to social development, to the general or specific standard of work

Organisation

A register of the "more able" will be kept and updated annually by the Able child leader, using information gathered from class teachers in the summer term, based on their knowledge of the children in their classes, end of year test results and ongoing assessments made using Target Tracker.

The strategies stated below are undertaken at Kings Worthy Primary School. It is vital that all staff are knowledgeable about strategies and plan appropriately.

Differentiation

Meeting the different learning abilities of children by:

- Enrichment which adds **breadth and range** to activities
- Extension – adding **depth and sophistication** to activities
- Providing **additional support** usually through another adult, to enable a child to be increasingly challenged and supported

Ability Grouping

Grouping children, within a class, who demonstrate a similar capacity to do something based on mental faculty or physical capability. Children are grouped by ability when deemed appropriate by the class teacher.

Setting

Grouping of children may occur across two or more classes/year groups who demonstrate similar levels of skills, knowledge and understanding in specific subjects (mainly the core subjects).

Withdrawn groups

A nominated group of children may be taken out of their normal classes to work with a teacher or other adult either on site or off. Extension and enrichment work and experiences are taken advantage of when opportunities arise and when staffing is available.

Specialist teaching

This provides teaching that draws on the skills and expertise of individual teachers in a range of areas. This can be for the whole class, groups or individuals. Teachers may swap classes to use their skills and expertise to ensure all children and especially the more able are extended. This may involve team teaching, which enables the subject skills and enthusiasms of teachers to be made available to able and talented children.

Extra-curricular activities

Providing activities out of normal school hours for children with specific aptitudes, sometimes staffed by people not normally employed by the school.

Networking

Creating links between teachers in different schools; making contact with local experts to create self-supporting networks of people who can help and support each other through the exchange of ideas and information.

Example Provision Map for More Able, Able and Talented Pupils

Wave 1: High Quality Inclusive Teaching <i>All pupils benefit from...</i>	Wave 2: Ability Grouped <i>Pupils within the ability group will benefit from...</i>	Wave 3: Individualised Provision <i>A small number of exceptionally able pupils may require...</i>
---	---	--

<ul style="list-style-type: none"> • Assessment for learning • Differentiation • Learning experiences to have a clear hook, audience and outcome. • High quality resources • Use of success criteria • Plenty of opportunities to apply independent learning skills • Real life learning contexts • Publishing of work • Use of IT • Use of scaffolding • Higher order skills planned for. • Range of questioning styles, including open-ended questions targeted at specific pupils. • Opportunities for choice within a task, including the level of work or method of recording where appropriate • Flexible grouping arrangements in which the most able pupils are offered opportunities to be both a member and a leader of a group. • Opportunities to contribute to and lead parts of lessons e.g. plenaries, demonstrating understanding and sharing success. • Shared target setting with the teacher. • Self and peer evaluation. • Enrichment opportunities within the curriculum e.g. trips, visitors, use of the school grounds. • Open-ended class/ homework tasks. • Opportunities to take on positions of responsibility e.g. librarian, monitors, play leaders, peer mediators, table hosts 	<ul style="list-style-type: none"> • Opportunities to plan own investigations • Choose how to display/present work. • More able children could 'cut away' during teacher input. • Time for self-initiated learning. • Different group roles (leader, facilitator, and scribe) • Spot patterns within science and maths. • Open ended/challenge question as an extension to answer and feedback to rest of class. • Children teaching specific skill • Children choose level of work to complete from given selection. • Children from different classes in the year group work together. • Lead year group assemblies. • Pupils within the ability group may be offered enrichment opportunities beyond the curriculum e.g. specific extra-curricular provision (chess club); master classes, workshops with subject specialist; trips. • Differentiated homework • Advice for parents regarding how best to support most able pupils at home. <p><i>Pupils within the ability group may be offered...</i></p> <ul style="list-style-type: none"> • Enrichment opportunities beyond the curriculum e.g. specific extra-curricular provision (school newspaper, able maths club); master classes/workshops with subject specialist; trips. • Opportunities to take part in local/ regional competitions 	<ul style="list-style-type: none"> • Learning links with KS3 and specialist teaching. • Subject workshops. • Sports fixtures. • Music concerts. • Children to run own skills workshops for other children. • Cross set teaching in maths. • In writing, free choice of genre to communicate. • Children to read stories to class. • Lead readers workshop sessions. • Write pieces for newsletters. • Trips to areas of interest (museums). • Guest speakers. • Study buddies for identified children. • Plan own learning within topic, carry out independent research within topic then teach/feedback to rest of class. • One to one coaching. • Grouping with pupils outside the year group for specific sessions. • Opportunities to attend local/regional workshops and events with pupils of a similar ability. • Signposting for parents and pupils to access appropriate support from other organisations e.g. websites, organisations for more able and talented pupils.
---	---	--

NB: Not all of the above will be available in every year group – provision in specific year groups will be agreed and adjusted on the map each year.