

More Able &
Talented
Policy



Hydesville Tower
School, Walsall

April 2016

Introduction

This document is a statement of the aims, principles and strategies for the identification and management of More Able and Talented pupils at Hydesville Tower School. It is intended to provide a consistent framework and to ensure that all pupils have their needs met, allowing them to work towards their full potential.

We believe all pupils have abilities, qualities and talents which parents and teachers need to identify, nurture and develop. Both the content of the work and the level at which the pupils are working must be suitable and challenging, so that each individual has the opportunity to make the greatest progress possible.

We recognise that the very able pupil will be capable of working at a significantly higher cognitive level than their peers in some areas and that work needs to be set accordingly. We also understand for the whole child's development, able pupils need the opportunity to develop alongside their peers. By stimulating and providing challenges for all pupils we will also develop the thinking of all pupils.

Aims

Hydesville Tower School aims to provide opportunities for able pupils to:

- Have an appropriate education through a broad and balanced curriculum
- Work at a higher cognitive level in order to demonstrate their full potential
- Discover and develop their talents and abilities
- Develop socially as well as intellectually
- Challenge and extend their knowledge and ability through set work
- Think and work independently
- Be identified as More Able and Talented

Definition of More Able and Talented

More Able pupils are defined as:

Pupils who are achieving or have the potential to achieve in advance of their peers in one or more academic subject.

And Talented pupils as:

Those who have enhanced creative, musical, sporting or artistic ability.

Identifying More Able and Talented Pupils

At Hydesville Tower School we identify pupils as More Able and Talented when they perform well above national expectation for their age or demonstrate particular strategies of learning.

Our aim is to actively identify our able and talented pupils. We recognise that more able pupils may:

- Be good all rounders
- Be high achievers in only one area or strand of the curriculum
- Be of high ability but low motivation

- Be of good verbal ability but poor writing skills
- Be very able with short attention span
- Be very able with poor social skills
- Be creative, original thinkers
- Speak, read, write early
- Show 'adult' or non-school interests
- Possess superior powers of reasoning
- Show originality and initiative
- Be frustrated if they cannot achieve the excellence they demand of themselves
- Have keen powers of observation
- Spot the direction of a story or situation well ahead of their peers
- Have exceptional curiosity and constantly want to know why
- Have a wide range of interests which they follow with great enthusiasm
- Be unwilling to follow instructions for class task preferring to do things in an individual manner
- When interested become absorbed for long periods
- Absorb and store information quickly
- Have exceptional ability in Art, Music or Sport
- Process information quickly
- Have quick, accurate recall
- Have insight into underlying patterns/structures
- Deal well with abstract concepts
- Have strong powers of concentration and persistence when motivated

Staff, pupils, parents and carers will all be involved with the identification. The strategies used will include;

- Identification by staff using professional judgements, observations within the class environment, class-work, and test/assessment results (CAT/MidYIS/Yellis).
- Information from parents or carers.
- Identification by a previous teacher, previous school, external agency or organisation.
- Discussion with the pupils/peer assessments.

The school is aware that any pupil identified as More Able and Talented in a subject may not necessarily be of the same ability in other subjects.

A variety of areas could be considered when assessing whether a pupil is of higher ability:

Musical – sense of Rhythm / ability to play or sing exceptionally;

Linguistic – understands the written / spoken word at a higher level;

Naturalist – has a deep understanding of the natural world around us;

Inter/ Intra personal – Is a great communicator with others;

Visual – sees patterns/ logic;

Mathematical;

Physical – Excels in a particular sport/ drama.

Process of English & Mathematics

More able and exceptionally able pupils in English are identified when they:

- Demonstrate high levels of fluency and originality in their conversation;
- Use research skills effectively to synthesise information;
- Enjoy reading and respond to a range of texts at an advanced level;
- Use a wide vocabulary and enjoy working with words;
- See issues from a range of perspectives;
- Possess a creative and productive mind and use advanced skills when engaging in discussion.

More able and exceptionally able pupils in mathematics are identified when they:

- Explore a range of strategies for solving a problem;
- Are naturally curious when working with numbers and investigating problems;
- See solutions quickly without needing to try a range of options;
- Look beyond the question in order to hypothesise and explain;
- Work flexibly and establish their own strategies;
- Enjoy manipulating numbers in a variety of ways.

At Hydesville Tower School a More Able and Talented register is set up and maintained by the MAT Coordinator. Pupils identified are placed on the register and the information is shared with pupils, staff and parents accordingly. Pupil progress and attainment is regularly monitored by the More Able and Talented Co-ordinator and shared with the Leadership team and SENDCo.

Classroom provision

At Hydesville Tower School due to the nature of the classes and the close cooperation between colleagues, each teacher is aware of the current status of pupils in their class. All staff provide a challenging environment to inspire and excite the pupils and are committed to an ethos of high expectation for all.

The following strategies are employed where appropriate:

- Establish what prior knowledge, understanding and skills the pupils have so that we are not wasting time or de-motivating the pupil by unnecessary repetition or duplication
- Varied and flexible grouping of pupils
- Differentiation by task
- Individual target setting
- Encouragement of all pupils to become independent learners
- Unaided tasks which involve making choices about their work and self-evaluation
- Extension tasks that are identified in lesson plans

Outside the classroom

We aim to provide:

- A Challenge Wall
- A wide range of extra-curricular activities including after school clubs, instrumental lessons, choirs, orchestra, ballet, chess, Spanish, French (Prep and Senior School extra-curricular programmes)
- Enrichment opportunities (see Prep and Senior School Enrichment programmes)
- Class trips (Duke of Edinburgh, Hydesville Challenge, subject specific trips)
- Bespoke master classes (Science Shack, Forensic Science)
- Children's University (Years 3 and 4)
- Opportunities for entering competitions
- The use of outside agencies and experts/speakers (University of Wolverhampton, King Edwards Grammar School)
- Elocution festivals
- Opportunities for public speaking

Roles and Responsibilities

Provision for the more able and talented pupils is a matter for the school as a whole. In addition to the school's Headmaster, the senior leadership team, the MAT Coordinator and all other members of staff important day-to-day responsibilities. Teaching such pupils is therefore a whole school responsibility.

The Role of the MAT Coordinator

More Able and Talented arrangements are coordinated by the MAT Coordinator whose role includes:

- a) Ensuring that the More Able and Talented register is up to date and current.
- b) Regularly reviewing the teaching arrangements for more able and talented pupils.
- c) Monitoring progress of more able and talented pupils through termly discussions with teachers.
- d) Supporting staff with the identification of more able and talented pupils.
- e) Providing advice and support on teaching and learning strategies for more able and talented pupils.

The role of the teachers

- a) Identify pupils whom may be more able or talented and liaise with the MAT Coordinator.
- b) Seek advice from MAT Coordinator to plan work for MAT pupils.
- c) Each member of staff is expected to keep up-to-date with information about MAT pupils that they teach and liaise with parents of identified pupils.
- d) Provide challenge opportunities for all pupils.
- e) Differentiate appropriately to meet the needs of more able and talented pupils.

The role of the Headmaster

- a) Liaise with MAT Coordinator regularly regarding individual pupils.
- b) Discuss training needs with MAT Coordinator.
- c) In discussion with MAT Coordinator arrange sharing of good teaching practice.
- d) Look at resource request for MAT.
- e) Share information on MAT with the school's Cognita Education Officer.

Monitoring and Evaluation

The More Able and Talented Co-ordinator along with other members of the senior management team will monitor the effectiveness of this policy by:

- Tracking the progress of pupils identified as more able on the school register.
- Analysing test results and checking planning files, marking and other records.
- Observing pupils, planning, marking and feedback.
- Developing methods of measuring the impact of the initiative on specific pupils and the general raising of standards.
- Form teachers are responsible for maintaining documentation of pupils' progress and achievements.

This policy will be reviewed on an annual basis after the initial consultation and adoption process.

Signed:

M. Chand (Mrs)
MAT Co-ordinator

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