

Staple Hill Primary School

More Able and Talented Policy 2013

Date Approved by Governing Body: February 2013

Written by: Governors and Staff, Staple Hill Primary School

Rationale

One of the aims of the school is to set ourselves high standards in our work, to believe that learning is worthwhile and that we should not be afraid to do well. The staff and governors recognise that some children have particular abilities and we have a responsibility to provide for their needs.

Aims

Staple Hill Primary School aims to provide for more able and talented pupils –

- A classroom in which they feel happy to display ability, experience challenge, know they may ask searching questions and expect a considered response and be recognised as individuals with strengths and weaknesses.
- Opportunities to work at a higher cognitive level and to develop specific skills and talents.
- An understanding of their social needs that enables them to work with others in a team valuing each other's skills and attributes, learning acceptable social behaviour, knowing they are valued not just for their abilities and helping them to develop a variety of interests.
- A teacher with special responsibility for more able and talented children.
- Opportunities, if appropriate, for small group withdrawal to work on specific projects to extend and challenge their thinking and problem-solving skills.

We also aim to:

- make education an enjoyable, exciting and challenging experience for more able and talented children.
- develop opportunities for enrichment and extension activities both within the class, and in extra-curricular activities.
- involve parents in identifying children who are more able and talented.
- keep abreast of current developments in teaching strategies, provision of resources, changing legislation and support agencies.

Definition/Identification

The DfES, from its Excellence In Cities programme, uses the terms 'gifted (more able) and talented' and these are defined as follows:

More Able - Top 5 - 10% of pupils per school as measured by actual or potential achievement in the main curriculum subjects

Talented - Top 5 - 10% of pupils per school as measured by actual or potential achievement in the subjects of Art, Music, PE and Drama.

Please note:

The definition is relational. Being 'more able and 'talented' in one school is not necessarily a matter of possessing an objective quality which would mark a pupil as being more able and/ or talented in another school. This may be the case with exceptional individuals but it may more routinely be the case that someone is amongst the most able 5-10% in one particular school. Nor should the specific figures be set in stone, especially where age cohorts are small and can vary significantly from year to year.

Pupils develop at different rates and with pupils joining and leaving a school it may well happen that a particular pupil will fall within the scope of the definition 'more able and talented' in one year but may not fit that category in a subsequent year. Pupils could move in and out of the group and some indicators of giftedness may be misleading e.g. young children entering school as very able and comfortable with language. A particular problem in misjudging the extent of high ability, which profoundly affects decision-making about specific children's giftedness, relates to academic, chronological and social age. A child who is academically years ahead of his/her peer group may have the personal maturity of an average child of his/her age - and possibly the social skills of an even younger child.

In defining More Able and Talented pupils the following should be taken into account:

- More able and talented pupils may not wish to be identified as such by peers and adults
- Motivation of pupils may be limited by their wish to avoid peer pressure of all kinds.
- Hidden gifts and talents may be obscured by behavioural difficulties, autism, dyslexia or other factors unrecognised by adults.

Just as there is no such person as a typical pupil, there is no such person as a typical 'more able' or 'talented' pupil.

Able pupils can have/be :

- Good all-rounders
- High ability in one area only
- Of high ability but with low motivation
- Of good verbal ability but having poor writing skills
- Very able with a short attention span
- Very able with limited interpersonal skills
- Keen to disguise their abilities
- SEN (think of children on the Autistic spectrum)

More Able children are most likely to stand out in one of the first 3 categories below.

Talented children would be most likely to excel in one or more of categories 4 – 7.

NB: More Able and Talented children are a diverse group: whilst some may be high achievers, others may be under-achieving. Part of our task is to identify not just ability, but potential.

1. General intellectual ability - the all round "clever" child who enjoys almost constant success.
2. Specific academic aptitude - outstanding ability in one particular area: verbal or non-verbal.
3. Creative or productive thinking - has originality of thought and the ability to communicate in some positive form.
4. Leadership qualities/social skills - the child who manipulates and manages others; quick to see other points of view or having empathy with others.
5. Artistic ability - creativity; child may be talented in fine arts and/or 3D work; may also show exceptional manipulative skills.
6. Expressive arts - dance, drama, music - may have general ability or specific to one area.
7. Physical ability - ability in fine or gross motor skills could be shown in games, gymnastics, outdoor activities etc.

Further information on defining more able and talented pupils (see Appendix 1)

Identification Strategies

Assessments

- Early Years Foundation Stage Profile
- Teacher Assessment during Key Stage 1
- SATs results - Y2

- Throughout Key Stage 2, Teacher Assessment and annual SATs in English and Maths
- CAT tests in Year 5
- Assessments at the start of a unit of work (particularly science/topic work)

Tracking

- Work sampling
- SIMs tracking

Nomination by teachers, parents and children

- Annual Parental consultation
- Pupils' self-assessment, and teacher-pupil discussion

NB: Identification needs some balancing of different sources of evidence, and should not be a one-off judgment. Assessment can take place throughout the school year but more usually at the end of the summer term when assessment data is available. Views will be sought from parents on their child, and teacher-pupil discussions will also inform the process.

Appendix 2 may help identification in Literacy, Numeracy Science and ICT

Once children have been identified, they will be entered onto the 'Able Child Register'. This register will be monitored and updated at least once a year

Provision

In-Class Approach

- To accommodate the specific needs of the more able, the emphasis is on ability groupings and differentiation within the class. All **planning** should show differentiation opportunities, and possibilities for **extension** and **enrichment**. The five key dimensions in planning are:
 - Breadth
 - Depth
 - Acceleration
 - Independence
 - Reflection

When planning work, teachers need to consider how to interpret or adapt objectives.

- Setting in Numeracy and sometimes Literacy in Key Stage 2 if appropriate can also provide scope for more able children to have more focused intervention.
- At times, children may require a different starting point for a particular piece of work.
- Where appropriate, homework can provide opportunities for more challenging independent work.
- All subjects should be explored to see if they have potential for developing children's capabilities. Effective use of ICT provides excellent opportunities for enrichment and independent learning. Cross-curricular links may have particular resonance for able children.
- Different levels of adult intervention may be important, either from a teacher, or teaching assistant.
- In extension work the child needs to be given the opportunity to move to higher order skills. E.g. from knowledge to comprehension and application, from analysis to synthesis and finally to evaluation
- Opportunities for creativity and the development of thinking skills are important for all children and they can be very beneficial to more able and talented children.
- Enrichment sessions give children opportunities to work collaboratively with children in all age groups and from other schools to develop creatively. The experiences can supplement and enrich the normal curriculum

- Skilful questioning and the promotion of oral skills are fundamental to the development of children's abilities.

Out of Class activities

- Clubs and other extra-curricular activities
- Entering competitions
- Musical and sporting opportunities (competitive/ non-competitive)
- Workshops provided by visiting specialists
- Links with cluster primary schools/local secondary school, including subject specific enrichment activities

Opportunities to Fail

More able children need to meet failure because, when they get everything right most of the time, the need to succeed can put excessive pressure on them, they can become intellectually idle and could fail to develop good learning strategies. Taking risks in a safe environment is essential to their continued development. Some more able children are prone to perfectionism, for them it is even more important that they understand that not all failure is bad.

Resources

We are committed to providing high quality resources to challenge all sectors of the school. We have a variety of books and other materials aimed at developing thinking skills and problem-solving skills. The Internet is a great resource for developing children's abilities.

Social Development: Creating an atmosphere of Inclusion

We place great importance in developing the whole child: in particular, meeting not only their academic needs, but also their social, emotional and physical needs. We need to strive to ensure that the class and school atmosphere is one of celebration of achievements, so that identified children do not feel isolated. Our whole-school merit structure is very supportive of achievement.

Literacy and Numeracy

Specific provision for teaching able/very able children should take note of the following:

- Objectives from the Frameworks: being aware of how to broaden/develop objectives, and, where necessary, teach to higher-level objectives.
- Providing opportunities for extended and independent work, including homework.
- Exploring additional opportunities for Speaking & Listening, and Using and Applying Mathematics
- Exploring links with other subjects within the Creative Curriculum

Inclusion Coordinator

The Inclusion coordinator will be responsible for coordinating the approach. The key duties will be to:

- Ascertain the professional development needs of staff and work with the Headteacher and/or CPD coordinator to provide appropriate support
- To draw up /revise the school policy for more able and talented pupils with regard to the national and local agenda
- To assist subject leaders in revising subject policies to take account of the more able and talented pupils
- Assist subject leaders in providing suitable resources for more able and talented pupils
- Ensure that identification procedures are in place throughout the school and they are used to maintain a register of more able and talented pupils
- Advise on the setting of appropriate targets for more able and talented pupils
- Promote extra curricular activities and involvement in the wider community for more able and talented pupils
- Ensure the appropriate records are kept and passed onto the next phase of education

- Review educational literature related to more able pupils and bring this to the attention of staff.

The Inclusion Coordinator will also keep the governing body informed of the following:

- The number of pupils on the register
- The variety of abilities and talents that are represented
- The strategies that have been implemented to cater for these children
- Details of in-service training and impact of training on pupil achievements
- An outline of any special projects that have been undertaken by more able and talented pupils
- Future priorities including resources

Parental Involvement

Parents and carers should be encouraged to be involved with their child's learning through open evening, visits to the school and home work. Their child's needs, and our response to those needs, will be part of the discussion at parents' evenings. All parents will be informed of this policy, and copies can be downloaded from the website.

Vulnerable Groups and Gender/Race Equality

The Register will be monitored for vulnerable groups, gender and race grounds to see how different sections of the school community are represented.

Monitoring and Review

This policy is monitored by the Inclusion Coordinator, in conjunction with the Headteacher (if different). Information will be presented to the governors through Headteacher reports and the More Able Report written by the Inclusion Coordinator.

References: Further Reading

Teaching More Able Pupils (NACE)

Working with Gifted and Talented Pupils (QCA)

All Our Futures (DfES)

Gifted and talented pupils – a South Gloucestershire strategy

Related Policies:

Behaviour & Discipline

Curriculum Policy

Subject Policies

SEND & Inclusion

Appendix 1:

Further Information on defining more able pupils (source NAGC). Please note that children will not display all these traits

The more able pupil learner

- Developed speech early and has an extensive vocabulary
- Knows the answers and asks the questions
- Is interested and highly curious
- Is attentive and is mentally and physically involved
- Can have an unusual and vivid imagination
- Has good ideas and has wild, silly ideas
- Plays around and yet tests well
- Answers questions. Can discuss in detail and elaborate
- Are in top groups and can be beyond group
- Listens with interest
- Shows strong feelings and opinions
- Learns with ease and uses previous knowledge
- Understands ideas
- Enjoys peers but can prefer adults
- Grasps the meaning and draws inference
- Initiates and completes projects
- Is receptive and can be intense
- Copies accurately
- Creates new designs
- Enjoys school and enjoys learning
- Absorbs and manipulates information
- Is an inventor
- Is good at memorising
- Is good at guessing
- Can present sequentially
- Thrives on complexity
- Is alert and keenly observant
- Is pleased with own learning and can be highly self critical
- Can have a quirky sense of humour
- Can be very good at puzzles

Appendix 2:

Literacy for More Able Pupils

Identification of more able pupils

- Able to generalise from their reading experience, latching on very quickly to the conventions of different writing.
- Highly active readers able to infer, deduce and empathise, and also remain sensitive to subtleties in the text.
- Capacity to immerse themselves in their reading and writing
- Highly creative, being able to manipulate language and orchestrate their writing
- Highly articulate, using apt terminology adeptly as well as having a rich, varied vocabulary and sentence structure
- Brave in writing, willing to take risks and experiment with new styles.
- Prone to think in original and divergent ways.

Caution

- *More able pupils sometimes try to conceal their intelligence because high ability is mocked or resented by other pupils. They may be reticent in class and difficult to involve.*
- *Divergent thinking is sometimes perceived as incorrect thinking*
- *More able pupils may get frustrated at the slow pace of learning and that sometimes leads to disruptive behaviour. Also, a mature intelligence may not be reflected in emotional maturity.*
- *High ability is sometimes patchy e.g. a superb reader may produce scrappy writing*
- *More able pupils are sometimes lax about showing working out – they move to answers quickly but need to be interested in analysis e.g. they may provide correct references which they are reluctant to justify, or excellent writing which has been mimicked without analysis*
- *More able pupils need to see the value and purpose of work before they dismiss it as obvious and boring*

Numeracy and More Able Pupils

As with most subjects, pupils' responses to mathematics work can suggest that they would benefit from more challenging work. Typical behaviour to watch for:-

Positive

- They finish first, get it all right
- They ask interesting/awkward questions

Negative

- They become bored, lose interest
- They do only the minimum to get by

More specifically, the following characteristics are typical of pupils with a particular aptitude to Maths. As such, they may be used to identify pupils with high potential in this area.

In young children:

- Ability to argue, question and reason using logical connectives
- Enjoy pattern making, revealing balance or symmetry
- Use of sophisticated criteria for sorting and classification
- Being quick at perceiving relationships between quantities and qualities

In older children:

- Ability to make generalisations from the study of examples
- Logical reasoning and ability to see flaws in arguments
- Rapid grasp of new materials

- Ability to justify results and relationships
- Ability to grasp the formal structure of a problem
- Flexibility (willingness to try different methods in search of solutions)
- Curtailed reasoning (taking valid though possibly unexpected, shortcuts to a solution)
- Fluency with symbolic representation of relationships and quantities
- Ability to reverse mathematical processes

Even the most able may not readily display these abilities and teachers need to ensure they provide pupils with:

- Sufficient opportunities to show high levels of aptitude
- Systematic encouragement and praise for such displays
- Rewarding responses (not just more of the same)

Science for More Able Pupils

More able pupils are usually taught science alongside pupils of average and below average ability. In such situations, teaching may not always fully extend more able pupils. Sometimes extension work may mean offering 'more of the same' without challenging pupils' intellectual capabilities. The potential of more able pupils may be underestimated risking a loss of motivation and wasted talent.

Identification of more able pupils

- Exhibit intellectual curiosity – ask perceptive and thought provoking questions about a wide range of topics.
- Accept abstract concepts readily and provide explanations that involve a high level of reasoning.
- Are highly creative and show an ability to think laterally to solve problems.
- Apply knowledge and understanding in an unfamiliar context and in a way that indicates a wide overview of science knowledge
- Can manipulate data to identify fundamental patterns, trends and relationships that are not immediately obvious to other pupils
- Make connections across areas of knowledge
- Show skills in analysing and synthesising information
- Show particular skill in those aspects of scientific investigation which requires clarity of thought and understanding such as asking questions, hypothesising, identifying and controlling variables, evaluating and explaining results in scientific terms.
- Show respect for evidence but evaluate explanations critically
- Recognise that scientific evidence may sometimes be conflicting.
- Sometimes regard written work as an unnecessary burden because thinking is central to his/her way of working.
- Ask higher order questions that require pupils to analyse, evaluate and create something new.

ICT and More Able Pupils

Identification of more able pupils

- Quickly become confident and competent in the use of newly introduced software and hardware
- Are well motivated and work independently and with sustained concentration
- Independently explore additional facilities within software
- Recognise opportunities to use previously learnt knowledge in new applications and do so creatively
- Recognise the potential of ICT as a tool for learning
- Understand when it is or is not appropriate to use ICT, or a particular piece of software
- Can explain his/her own work, procedures or processes clearly to others
- Can recognise why a problem has occurred and offer a solution
- Know a number of ways to achieve a particular result and choose the best under the particular circumstances

- Identify limits in software and find ways around them
- Strive for solutions and methods rather than those that simply work and can appreciate other contributions.
- Exhibit creative, lateral or original uses or approaches to the area worked on.
- Can handle multi-step sequences or multidimensional systems with ease

Document History

Date	Notes
Oct 2009	Written by Inclusion Leader
Jan 2010	Reviewed by Staffing & Curriculum committee
Feb2010	Ratified by FGB
Jan 2013	Reviewed by Staffing & Curriculum committee
Feb 2013	Ratified by FGB