

Policy for More Able Pupils (Formerly Able, Gifted and Talented)



Introduction

At Bridgewater our policies are regularly reviewed. This reflects current practice within school and all related government guidance and statutory requirements.

‘Every child wants to be good at something, and every child can be.’
Professor Joan Freeman, Patron of NACE, *How to Raise a Bright Child*

‘Meeting the educational needs of the gifted and talented is about building on good general school provision, not about providing something entirely different.’
Professor Deborah Eyre, 2001.

The DfE and Ofsted define the ‘more able’ in terms of those whose progress significantly exceeds age related expectations. In addition to this, Bridgewater looks beyond actual progress to include those who may be currently underachieving but exhibit the ability to be considered ‘More Able’ with outstanding teaching and progress.

Regardless of the terminology, it is our duty to assess our pupils thoroughly, know them as individuals and support them to achieve to the very best of their abilities.

1. Rationale

At Bridgewater, we aim to help all our pupils to develop their individual skills, talents and abilities, intellectually, creatively, emotionally and socially.

We endeavour to provide teaching which makes learning challenging, engaging and exciting, and which enables pupils to reach their potential.

This policy is a statement of the entitlement of children who are more able and of the ways that entitlement is met.

2. Definitions and descriptions

Pupils on Bridgewater's More Able Register will be (at the time of being placed on the register) children that are accessing work that is above the expected ability of their age in the subject/s that they are recognised as being 'More Able' in and will access greater depth statements. *OR* children that have demonstrated high potential in one or more subjects.

More able pupils can have/be:

- good 'all-rounders';
- high ability in one area only;
- of high ability but with low motivation;
- of good oral ability but have poor writing skills;
- very able with a short attention span;
- very able with limited interpersonal skills;
- keen to disguise their abilities;
- SEND;
- behavioural difficulties.

3. Aims

- To foster an achievement culture throughout the school which celebrates both effort and achievement in a wide range of areas.
- To identify children achieving at a stage beyond their peers, to make appropriate provision that stretches them in the areas of their strengths; As well as develops them in areas of relative weakness.
- To identify children with the potential to perform at a level beyond their peers, and to make appropriate provision which stretches them in areas of strength and develops them in areas of relative weakness.
- To provide an appropriately challenging curriculum for more able and potentially more able children through opportunities to create deeper understanding in the

curriculum. As well as opportunities to use deeper reasoning and thought than their peers. Additionally, through enrichment/study support outside of the curriculum.

- To support and make more effective the transition of more able children to secondary school.

4. Identification

Identification will be an ongoing process of making judgements based on an analysis of various sources of information, including but not limited to:

- test scores;
- teacher nomination (based on classroom observation, discussions with pupils, work scrutiny, teacher assessment);
- peer- or self-nomination;
- predicted test/examination results;
- reading/spelling ages, reading stages;
- performance in lessons and in front of an audience (e.g. in assembly, on sports day);
- participation in enrichment activities;
- discussion with parents;
- collation of evidence (pupils' work);
- ongoing assessment using open/differentiated tasks (identification through provision).
- homework

The identification process will be alert to the difference between ability and achievement, taking care to include underachieving able children in the cohorts. It will also be alert to the necessity of including children at the early stages of English language fluency and SEND.

We will compile and maintain a register of our More Able Pupils. The information is collated by the More Able Pupils coordinator and is regularly reviewed and updated (termly).

5. Provision

5.1. Within the classroom

Important strategies include:

- varied and flexible grouping within a class;
- provision of opportunities for more able pupils to work with pupils of similar ability, which will mean that it is sometimes appropriate for pupils to work with older pupils;
- mentoring and additional provision for pupils of exceptional ability;
- the provision of enrichment/extension activities and tasks;
- withdrawal of very able children for more challenging work in small groups;
- differentiation within subject areas;
- setting clear, realistic and challenging targets;
- clear and regular feedback through marking, discussion with pupils etc.
- asking higher-order questions which encourage investigation and enquiry (Bloom's taxonomy);
- teaching thinking skills in a subject context, e.g. problem-solving, reasoning, decision-making, evaluation, creative thinking:

- facilitation of independent learning by allowing pupils to organise their own work in their own way, to carry out tasks unaided using their own strategies, to evaluate their work and become self-critical.
- giving the opportunity to create, formulate and investigate independently as well as with guidance;
- opportunities for children to become 'experts' and teach others their skills (e.g. 'mini-pinnies, Older MA children reading with younger MA children);

5.2 Out-of-class provision

Enrichment opportunities out of class will include the following:

- enrichment days;
- school clubs, e.g. Wraparound, one-to-one tuition, Y2 SATs club
- workshops within school, e.g. drama, P.E.;
- visits, experts, master classes;
- competitions;
- themed days/weeks (e.g. international week, World Book day/week, Enterprise Week);
- residential experiences (year 6 & School council).

6. Responsibilities

The Head Teacher will be responsible for:

- overall policy setting;
- the depth and breadth of the curriculum;
- whole-school assessment and monitoring systems;
- leading/facilitating staff in their provision for the more able.

The More Able Coordinator will be responsible for:

- monitoring the implementation of the agreed policy;
- compiling and maintaining an up-to-date register of more able pupils;
- coordinating provision for children on the register;
- developing expertise in this area through appropriate in-service courses for colleagues (INSET);
- sharing expertise with other staff and directing them to appropriate INSET;
- supporting and monitoring curriculum planning which ensures differentiated provision;
- ensuring the transfer of relevant information on the cohort to secondary schools;
- purchasing and organising resources to facilitate the teaching of more able children.

The subject coordinator will be responsible for:

- advising others of suitable strategies for extending the most able in their subject;
- purchasing and disseminating appropriate resources;
- assisting colleagues with differentiated planning;
- collecting examples of exceptional work;

- monitoring provision for the more able in their subject

The class teacher will be responsible for:

- identifying the more able in their class;
- setting appropriate targets for the more able in their class;
- ensuring appropriate provision through differentiated planning;
- using appropriate resources to challenge the more able;
- monitoring the performance of the more able.

Priorities for development

The priorities for the development of the teaching and learning of More Able pupils will be established using advice from The Department for Education and the National Association for Able Children in Education (NACE).

Monitoring and evaluation

This policy and its effectiveness will be reviewed annually by the Head Teacher and the More Able Coordinator against the aims set out above and against whole-school targets.

Reviewed: Spring 2017

Next review: Spring 2019