

**This Policy was reviewed in:                   October 2022**

**This policy is due to be reviewed in:   June 2023**

**This policy applies to the whole school including EYFS**

## **Contents**

The Purpose of this policy is to: .....	2
Background .....	2
Definition of More Able and Talented Students.....	2
The role of the More Able and Talented Lead Teachers.....	2
More Able and Talented Action Plan: The Four Stage Process.....	3
One - Audit.....	3
Two - Identification.....	3
Three - Provision: School's role in supporting more able students .....	3
Four - Monitoring and impact assessment .....	4

## **The Purpose of this policy is to:**

1. Clarify for governors, staff, students and parents a shared understanding for meeting the needs of the most able students.
2. Outline the school's integral approach for the most able students.
3. Detail how the school's provision will help support these students.

## **Background**

Our mission is to provide an inspiring environment in which each student is encouraged to discover themselves and maximise their potential. We aim to:

- know each student as an individual and identify, develop and support their talents and strengths.
- provide an environment where personal development is as important as academic success and every student is stretched as much outside as inside the classroom.

As a School we will correctly identify and monitor our most able students, ensuring they are suitably challenged to maximise their potential. We believe that the most able child needs just as much support, guidance and encouragement as the less able. We believe that raising the standards attained by the most able helps to create a culture of high expectations, raises the expectations of all students and raises the standard of the whole school.

## **Definition of More Able and Talented Students**

### **Able students**

More-able students show an exceptional ability that might be in a curriculum area, a general academic learning ability, a less easily defined area such as leadership or within a specific practical area. They have strong intellectual and academic abilities.

It is important that all teachers are aware that all classes will have students who are working at the top of the group and that each lesson should ensure that the needs of the more able students are met through intellectual, creative or physical stimulation in order that every student can make progress within a lesson. This will be achieved through high quality teaching.

### **Talented students**

Talented students additionally exceed in specific areas such as art, music or sport. Therefore, a talented student is one who is achieving, or has the potential to achieve, at a level substantially beyond their peer group. In areas such as sport, music and dance, students would be expected to be competing at, or attaining at, a very high level, for example county or national performers, high level music examinations etc

## **The role of the More Able and Talented Lead Teachers**

- the lead teachers are Deputy Head Academic and Assistant Head Academic.
- to maintain and update annually the scholars register.
- to review all baseline test data to identify high attaining students.
- to review Academic Performance Summaries to identify students attaining above expectations in subjects.
- to work with colleagues to promote the learning experiences and opportunities for all students, both within the curriculum and in extra-curricular activities, looking all the time for extension and enrichment opportunities e.g. competitions, partnership work, subject clubs, summer schools etc.
- To make students on the register and others as identified by Heads of Subject, aware of local and national opportunities.
- to foster an attitude within the school which seeks to include more students extension activities.

## **More Able and Talented Action Plan: The Four Stage Process**

### **One - Audit**

All Departments complete a Subject Audit reviewing the provision of the department. The purpose of this audit is to establish the extension and enrichment opportunities currently being offered to students both within and beyond lessons through:

- the taught curriculum, both in class and in “extra” classes and the structuring of curriculum delivery (extension work, suggested reading and follow-up).
- the Supercurricular to engage and inspire beyond taught lessons.
- enrichment activities (clubs, teams, assemblies, fieldtrips, visits etc.).

The result of this audit is recorded in the department handbook and department minutes and discussed with the More Able and Talented lead teachers.

### **Two - Identification**

CEM data will be circulated to Heads of Subject following baseline assessments.

Heads of Subject will also consider students who are above or significantly higher (top 2%) than their year group peers in a subject/area in any of the following: CAT scores, GL Assessments, GCSE grades, teacher identification, Academic Performance Summary analysis, parental recommendation, prep school recommendation, evidence of day to day performance in lessons/activities, performance in activities beyond school, e.g. evidence of creative thinking etc.

Identified students will be directed to department provision and will be selected for formal extension opportunities both locally and nationally as appropriate.

More able students will be a standing item on department meeting agendas.

### **Three - Provision: School's role in supporting more able students**

The School aims to support more able students in the following ways:

- School wide enrichment puts learning at the centre of all school improvement and is a practical plan for talent development. This is reflected in a challenging curriculum, curriculum enrichment and extension tasks, appropriate grouping, display, the CPD programme, assemblies, ethos, etc.
- Curriculum: it is the responsibility of Heads of Subject and subject teachers to ensure that students are given work that is suitably challenging, enabling each one to achieve their potential. Subject leaders should ensure that schemes of work outline the provision for the most able students including the differentiated questioning particularly more open ended, discussion, workshops and debate contexts.
- Enrichment should provide more able students in using their skills in activities to challenge and inspire students, for example, Maths challenges, debating, theatre visits, visits to universities, mentoring.
- Students identified with specific areas of talent will be given enrichment and extension opportunities within that department.
- When appropriate, students identified as more able will have a devised Individual Challenge plan which details targets and strategies to support their development to realise their full potential. This may include accelerated learning when a student has a significant gift in a curriculum area and provision will be made to accelerate their progress. The student may be entered early for an external examination, if appropriate.
- The Supercurricular, accessible from the Learning Platform, will run alongside the core curriculum enabling more able and talented students to self-select areas of personal interest and develop their independent learning skills. Heads of Subject will review and update the Supercurricular annually to include opportunities for connection; practices and identity.

#### **Four - Monitoring and impact assessment**

The outcomes of effective identification and provision for the more able students are likely to be qualitative as well as quantitative in terms of attainment level. Students' progress will be considered through discussion with Heads of Subject and a more able Lead teacher. The following methods will be used to measure the effectiveness of the work, e.g.:

- Heads of Subject to evaluate subject attainment following examinations looking for improved exam results for identified students (results v prediction), data will also be used for identifying any underperformance and discussed between Heads of Subject, Heads of Year and Deputy Head Academic.
- Tracking and feedback from attendance at summer schools/enrichment opportunities/University days/Master classes will be recorded by Heads of Subject and collated by the More Able and Talented lead teachers.
- More Able and Talented lead teachers will meet termly with identified students to discuss and monitor the progress of their supercurricular activities and the more able provision. Students' evaluation of more able provision will be recorded by More Able and Talented lead teachers and discussed with the Deputy Head Academic, reviewing Individual Challenge Plans, when appropriate.
- Greater independence of students in open ended learning and research – teacher evaluation/parental comment, independent learning days.
- Higher self-esteem for more able students – observation, student and parent feedback.
- Heads of Subject to review more able teaching and learning opportunities through lesson observations.
- Heads of Subject will provide details of enrichment and extension activities in subject handbooks and extension/enrichment opportunities in schemes of work.
- Heads of Year to award for consistency of attainments. Heads of Year to flag these students to the More Able and Talented lead teachers.