

# Able and Talented Policy

## July 2019



At Delph Side we aim to instil a passion for learning that empowers our pupils to be successful and exceed expectation so that they develop into confident, caring individuals that are well equipped to take the future in their stride.

### Rationale

We at Delph Side are committed to giving all our children opportunities to develop as learners and believe that all children are entitled to receive the support and challenge necessary to help them to develop their full potential. The needs of able and talented pupils are acknowledged as part of our overall inclusion policy. We recognise the importance of identifying a wide range of abilities and talents, and of providing opportunities to nurture them. In addition we are committed to developing pupils' social and emotional skills as essential elements in the development of the whole person.

We promote and value challenge, creativity and independence in all our pupils, but our gifted and talented children are used as strong role models for others. Our excellent teaching and learning aims to maximise opportunities and develop the children's confidence, so they can challenge themselves and reflect on their learning and take risks. We believe in treating children as individuals, providing an education that is suited to their particular needs and abilities. This is especially relevant with children identified as able, gifted or talented, regardless of their gender or background.

To ensure that these children reach their full potential, it is important to adopt and implement appropriate policies and practices to fulfil their educational and social needs. Their specific talents and skills need to be nurtured; by providing them with either the opportunities to work at high cognitive levels in academic areas; or a chance to aspire for **creative** or physical excellence, whilst still ensuring the holistic needs of the child are met, in order to provide a well-rounded education.

### Aims

- To use a broad range of qualitative and quantitative data to identify our most able pupils.
- To recognise those pupils who may have the potential but currently underachieve.
- To ensure that all staff receive appropriate support and training in identifying and providing for most able pupils.
- To provide support and challenge in the classroom, within an ethos of high expectations.
- To ensure that where necessary individuals receive academic or pastoral support to overcome identified barriers to learning.

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- To build on existing systems of monitoring and evaluation to track the progress of these pupils.
- To work with parents to help pupils achieve their potential and to be ambitious.
- To provide a range of additional opportunities to develop the experiences of our most able.

### Definition

Able, gifted and talented learners are described as:

***"Those children and young people with one or more abilities developed to a level significantly ahead of their year group (or with potential to develop these abilities)"***

- **AGT – Able, Gifted and Talented**
  - **Able:** the potential to achieve at a higher level than the majority of their peers in “academic subjects”.
  - **Gifted:** those capable of exceptional performance: representing around 0.5% of the population nationally.
  - **Talented:** those with a particular aptitude in art, music, sport or the performing arts.
- **More/most able**
  - Those children are performing when compared to the average of the class – therefore this cannot be more than one third of the class.
- **High Prior Attainers**
  - Those children who have attained better than what is expected in previous nationally recognised assessment points.

### Identification

Identification will be undertaken using the following methods:

- Staff nomination through observation
- Summative assessment information
- Continuous assessment data
- Foundation Stage Profile / Key Stage 1 data

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A More Able and Talented Identification sheet will be kept by the A&T leader and can be accessed by all staff on the shared One Drive. Staff will also be given a copy of the sheet. Copies of the more able and talented identification sheet can also be found in subject leader files.

Staff will be asked to identify the most able children in their class for academic subjects (up to 1/3 of the class) and identify any talented pupil in non-academic subjects. If a child is identified as gifted, they will be highlighted in yellow.

Identification processes will be ongoing to allow entry to the cohort at any point. The More Able and Talented Identification Sheet will serve as a working document to monitor all children exceeding the average level of work in their class, but who fall slightly below the top 10% in order to act as a 'talent spotter'.

### Provision

Able pupils have diverse needs and there is no one "catch-all" approach to teaching and learning. It is clear, however, that appropriate progress will not be made without structured guidance and support. Strategies adopted should attempt to match pupils' education with their abilities and learning needs rather than with their chronological age. The main focus of effort and development should be to improve provision for able pupils in day-to-day teaching and learning.

Enhanced teaching and learning approaches suited to the needs of able pupils can be developed on a whole-school, generic basis supported by subject-specific developments built into schemes of work. Ideally, able pupils will experience a mixture of challenge, enrichment and opportunities for pupils to broaden their learning across the curriculum to add depth to their learning.

At Delph Side, the main focus is to improve provision for able children in day-to-day teaching and learning, with quality questions being at the heart of the approach.

There are three basic ways of meeting the needs of able, gifted and talented children; **mastery, enrichment and extension.**

- **Mastery** is how a child can apply the curriculum in more complex and in-depth, cross-objective, multi-modal methods. It demonstrates how skilfully a child can *apply* their learning. Mastery is not just knowing a fact, but it is using that fact in increasingly more complex situations. **Reflection & Mastery** is not just being able to say what they have learnt, but being able to teach it to someone else.

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- **Enrichment** consists of broadening a child's education. This can consist of enabling a child to study aspects of topic that there would not normally be time to study.
- **Extension** occurs when children are encouraged to develop more sophisticated thinking and reasoning skills. Studying the standard curriculum in more depth; increasing complexity and challenge. Teachers must use assessments when planning to ensure that children are challenged in order to make progress.

### Types of provision

#### **Class provision:**

- All teachers have high expectations.
- Teaching is personalised, pacy and challenging.
- Tasks are designed to take account of levels of existing knowledge, skills and understanding and are differentiated appropriately.
- There are planned extension opportunities or open-ended tasks that promote higher order thinking skills.
- A variety of grouping is used effectively e.g. setting, mixed ability etc.
- Enrichment of learning

**School based provision**, varying according to subject area and covered using a variety of methods:

- Shared celebration of children's achievements.
- School clubs including sports, arts, music.
- Study support / intervention groups
- School ambassadors.
- Enrichment opportunities including specialist days.
- Opportunities to learn a variety of musical instruments.
- Opportunities for performance.
- Partnership and workshops with other schools in the SHARES cluster
- Competitions with other schools in the SHARES cluster and the West Lancashire School Sports Partnership

### Pastoral Support

It is important to avoid stereotyping able pupils as each child is an individual and some children may need more support than others.

At Delph Side it is our aim to provide an environment in which able pupils feel secure enough to display their ability, to take risks and to fail. As part of this

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provision, consideration should be given to the extent to which able pupils have the opportunity to work with others who share their particular strengths and interests. The school must be aware that identification as an able and talented pupil may lead to peer problems, and therefore strategies are in place in order that all children respect and value each others various attributes.

### **Monitoring and Evaluation**

A range of quantitative data is available to assist in the monitoring process: the attainment of higher academic grades, value-added analysis of-assessment data by ability group, target setting, school development planning and performance management structures.

Other concrete data may include: specific planning for able pupils in schemes of work and lessons plans, evidence of effective differentiation and challenge, evidence from learning walks, with a particular focus on questioning, improved links with parents, other schools and the development of innovative approaches and enrichment activities within the curriculum.

Whilst more difficult to assess, it is also important to consider qualitative criteria: for example, the impact on pupil motivation, engagement with the curriculum, attitudes to learning, overall ethos, improved skills for independent learning.

Having identified useful sources of information, it is important to use this to evaluate the impact of the policy on the quality of teaching and learning and standards of achievement for the most able. The number of extra-curricular visits is not in itself a valuable criterion of success, but any subsequent impact upon pupil motivation, understanding and attainment would be.

### **Conclusion**

The success of the policy will impact on the school's ethos. At Delph Side we want our pupils to believe it is "cool to be clever" and to strive to achieve their full potential. We want our staff to feel confidence in offering appropriate levels of challenge for our most able pupils. We will measure success by both academic performance and an increase in the confidence and independence of our learners.

Date: July 2019

Written by: Jonathan Fyne

Signed Governor: \_\_\_\_\_ Date: \_\_\_\_\_

Review Date: July 2020