

More Able and Talented Policy

Vision:	We collaborate, support and challenge each other in our endeavour to provide a world class education that allows our whole community to flourish.
Rationale:	This school's More Able and Talented Policy aims to make provision for the more academically able and talented learners in each year group through a broad, balanced, relevant curriculum, varied appropriate teaching methodology, and careful tracking.

Author:	Nicola Moffat
Policy cycle:	Annually
Date of approval:	October 2020
Date of next review	October 2021
Approved by chair	Chair of LGAB

General Rationale:

In line with our school's aims and learning policy we aim to promote a learning environment in which all children are assisted to reach their full potential.

Aims

This policy aims to outline the provision for the more academically able and talented learners in each year group through a broad, balanced, relevant curriculum, varied appropriate teaching methodology, enrichment opportunities and careful tracking.

Longdendale High School aims to deliver and continually develop a resource base of extension and enrichment materials to stimulate and challenge the more able learners to strive to reach their true potential.

Longdendale High School will establish, extend and welcome links with other organisations which will enhance the more able and talented provision.

More Able refers to the cohort of Upper Prior Attainers (who have average KS2 average scaled score of 106+). These learners have the ability to excel academically in subjects such as Maths, English, Science, Humanities, Languages and Technology. At KS3, learners will need to be aiming to be working at least at their expected standard in their subjects, and at KS4 learners need to aim to achieve at least a grade 8 in their GCSE courses.

More Able learners may be:

- Good readers
- Very articulate
- Give quick verbal responses,
- Have a wide general knowledge
- Learn quickly
- Interested in topics which are often associated with older children

Learners who are more able may often communicate well with adults, often better than their peer group.

The Senior Leader for more able who will monitor the more able learners' progress and achievement through the course of their school career.

All Longdendale High School departments and class teachers will organise the majority of the activities carried out by more able learners. The more able learners will need access to the broad and balanced curriculum available to all children, but may also require extension and enrichment activities. Extension activities and teaching allow children to experience the curriculum at a faster pace, often because less time is spent on practice and consolidation tasks.

Talented: describes learners who excel in the Arts, Sports and Leadership Activities such as music, art, dance, drama and PE. Every learner within their form is surveyed with regard to their major talent or hobby relating to The Arts Sports or Leadership activities. The learners will provide details of their major talent, the levels of achievement (grades and standard), training and details regarding clubs /teachers/ coaches etc. We are an Inclusive school and encourage every learner to identify at least one hobby or talent. This information will inform staff regarding each unique learner and assist him or her to by provide a deeper understanding of his or her learners.

More talented learners in each year who are regularly training outside school and are either UK/County Level or performing regularly in public etc. are identified and regular checked on by form tutors and Learning Leaders. The learners who are dedicating a great deal of time to their

Talent may require additional in school support. Learners may be required to be in competition and take time away from their studies, or they may have difficulty organising their busy schedule. Our learners' Talent will be celebrated in a variety of ways, as we want to build an ethos of professionalism and pride at Longdendale.

DIFFERENT TYPES OF MORE ABLE & TALENTED ACTIVITIES IN SCHOOL

Enrichment: this is when a learner is encouraged to go beyond the usual limits of a subject or topic. Enrichment activities might involve extra classroom exercises or more open-ended project work. Enrichment can include work with learners from other schools, day and residential field trips. Opportunities for enrollment on programmes such as The Brilliant Club and Manchester University Gateways project are examples of such offers.

Differentiation: this is when learners are given activities that develop higher order thinking skills and work practices. Personalised learning pathways will be provided for the learners, and this will help learners to work with greater autonomy and self-discipline.

Provision will also be made for the pastoral care of our cohort, ensuring that they are emotionally equipped to deal with their successes and failures. Our aim is to provide good quality learning experiences for more able and talented learners by adopting the following:

Whole school

- Create a positive climate in which it is good to succeed and pride is taken in achieving in both academic and talent throughout school life.
- Provide opportunities for problem solving, hypothesizing and developing thinking skills. Challenge for all learners, being the key to success.
- Encouragement of independent learning, providing opportunities for learners to organise their own work, access resources, make choices, analyse and evaluate their achievements.
- Team spirit is encouraged and nurtured.
- Identify the needs of more able learners in the planning process, including the provision of appropriate resources where the funding allows.
- Celebrate success in a variety of ways in school, with parents and in the community.

In the classroom

- Class teacher to be aware of status of the learner so that time is not wasted establishing a baseline.
- Encourage high achievement through a classroom expectation of high achievement and Challenge for all.
- Provide high quality tasks for enrichment – with extension materials always available, which relate to the subject being studied. Although there is a policy of “challenge for all”, we expect the more able to be provided with more difficult and challenging activities throughout the lesson which will motivate and stimulate the learners.
- Extension tasks should be provided in all lessons.
- Appropriate differentiation and personalised learning will consistently take place.
- Individual target setting and careful tracking of progress.
- Appropriate use of differentiated home learning.

Extra-curricular activities:

- Participation is encouraged in a variety of activities to ensure social development and provide additional time and training to motivate our learners.

Monitoring and Evaluation

All teachers within their own subject area will monitor the provision for the learners and the outcomes achieved. In addition, the Head of Department as curriculum co-ordinator will scrutinize teachers' planning and feed- back information at Department, Head of Department and the Impact Review Meetings. A key focus will be learners who are off track and appropriate intervention will be provided for the individual learner.

Role of the Senior Leader for more able and talented:

- Act as an advocate for the needs of more able and talented learners
- Ensure that more able and talented Learners receive appropriate recognition, support and challenge.
- Exemplify effective practice for more able learners in their own professional practice, and provide or facilitate coaching/peer mentor support for colleagues.
- Initiate strategies that support the professional development of colleagues to improve schools' capacity to personalise learning for more able learners.
- Advise other teachers.
- Lead SLT assemblies about Aspiration, Challenge and Talent.
- Advise parents when requested
- Organise any school based INSET that is required.
- Evaluate and review the More Able and Talented Policy.