

FRANCES BARDSLEY ACADEMY FOR GIRLS



More Able & Talented Policy

This policy was ratified by Governors July 2021

The policy will be reviewed in July 2022

Person Responsible : PCI

CONTENTS

1. Aims
2. Who are the more able and talented
3. Identification of the “more able and talented
4. Strategies to enhance opportunities for all students which benefit more able and talented students
5. Grouping Policy
6. Curriculum
7. Monitoring of progress of more able and talented students
8. Assessment
9. Student Welfare
10. Inclusion
11. Communication with parents of more able and talented students
12. Monitoring and Evaluation

Appendix 1 Roles and Responsibilities

1. AIMS

Through this policy and our practice, we aim to:

- Provide a common **definition** of “more able and talented” and an understanding of the needs of these students. We believe that students can be ‘talented’ at a subject and have a natural flair which needs to be celebrated and recognised.
- Assist all staff in **identifying** more able and talented/more able students confidently.
- Provide basic guidance on the **responsibilities** and roles of teaching staff regarding the support of more able and talented students.
- Encourage the use of **differentiated provision** within the mixed ability classroom and beyond through challenge, enrichment and extension of learning.
- **Support the needs** of our students and help them to develop to their **full potential**.
- Encourage students to **think and work independently**.
- **Provide opportunities for students to experience activities that promote a growth- mind set and to recognise barriers to learning.**

The Frances Bardsley Academy implements provision for more able and talented students because we seek to provide education suited to each student’s age, ability and aptitude. We strive for excellence and celebrate achievement of all our students. We believe in supporting and ‘extending’ students in all aspects of their abilities in order that they can maximise their potential, regardless of their age, race or disability.

‘Ensuring that the brightest students fulfil their potential goes straight to the heart of social mobility, of basic fairness and economic efficiency.’

(A Smithers, and P Robinson, *Educating the highly able*, Foreword by Sir Peter Lampl, Sutton Trust, 2012)

2. Who are the “More able and talented”?

A Curriculum of Opportunity: Developing Potential into Performance (accac 2003) identifies more able and talented learners as those:

“... who require opportunities for enrichment and extension that go beyond those provided for the general cohort of learners. “

The term “more able and talented” encompasses learners who are more able across the curriculum as well as those who show talent in one or more specific areas.

At Frances Bardsley we use the general term “more able” to refer to students who have ability in academic subjects e.g. Maths or English. We identify “more able” students as those who demonstrate exceptional ability in one or more areas, and represent 5% of each year group. These students are referred to as MABLE (More Able) Students.

Similarly, 5% of the most talented students in each year group are also identified. “Talented” students are defined as having a noticeable talent in certain areas. These students show particular ability in subjects or activities such as movement, Music and Art. These students are referred to as SABLE (Subject Able) Students.

3. Identification of the More Able and Talented

The school builds up records on individual students using information from the following:

1. Cognitive Ability tests (NFER/CAT scores)
2. Target Grades
3. Reading ages
4. GCSE estimated grades
5. Transition discussion in feeder primary schools
6. Teacher reports
7. Parental feedback
8. Transition from Key Stage 2 to Key Stage 3
9. Teacher and department student nominations for excellence in subjects.

Teaching staff are asked to identify more able students using subject specific criteria. The students are noted particularly when they are named as more able in several subject areas.

A range of broad qualities shown by more able and talented learners in areas of learning and attitude across the curriculum often include the ability to:

- Think quickly and accurately
- Work flexibly
- Communicate their thoughts and ideas well
- Achieve, or show potential in a wide range of contexts
- Demonstrate particular physical dexterity or skill
- Be outstanding leaders or team members
- Contributes confidently in class discussions with the acknowledgement of peer contributions
- Be fascinated or passionate about a particular subject/interest
- Demonstrate high level of attainment across a range of subjects, within a subject, or aspect of work.
- Be resilient with their learning and recognise barriers to their learning.

While it is highly unlikely that a more able and talented learner would portray all of the above qualities, many learners may exhibit a number of these traits possessing extensive general knowledge.

Particular care is taken to try and identify more able students who are under-achieving and those who have English as an additional language, for whom tests may not be accurate.

4. Strategies to enhance opportunities for all students which benefit more able and talented students

The school believes that the development of skills and ability should not be an add-on experience, but is most effective when embedded in the curriculum and delivered through high quality teaching and learning.

These will vary depending on individual, class and curricular needs but may include the following:

- Classroom organisation and grouping/target grouping;
Seating plans;
- Opportunities to focus on particular activities to develop knowledge and skills; Independent and resource-based learning opportunities;
- Extension and enrichment learning activities;
- Appropriate resourcing including reference materials and ICT;
- Encouraging thinking skills, higher order learning skills, skills-based learning, creativity, different learning styles, multiple and emotional intelligence;
- Working with/activities with older students where appropriate or feasible;
Supporting peers/younger students in particular areas of work/activity;
- Opportunities beyond the classroom, out of school hours learning opportunities;
Partnership working with other schools, colleges and businesses, engaging in co-operative activities with other organisations, providing social networking opportunities for students;
- Monitoring, assessment and providing feedback; regular reviews to ensure appropriate support is provided.
- Develop their culture and ethos so that the needs of the most able students are championed by school leaders

5. Grouping policy

At Key Stage 3, the students split into two bands. The students are placed into broad academic sets for some subjects (Sets 1 – 5) and for other subjects they are taught in mixed ability groups. A student's movement between sets is possible as a result of changes in attainment and progress.

At Key Stage 4, the students follow two pathways (Frances and Bardsley) based on the attainment, progress and potential. The students are set for Mathematics, English, Science and MFL in both pathways. Option subjects are taught in mixed ability groups.

In mixed ability groups, differentiation downwards is encouraged to ensure that challenge is promoted to all learners. The school requires that the needs of the more able student is met by open-ended extension materials or other methods of curriculum enrichment in addition to the challenge aim of the lesson.

6. Curriculum

The Frances Bardsley Academy is committed to success for all students. The programmes of study reflect this philosophy. It is intended that all schemes of work will encourage and inspire a level of challenge that stretches students.

As part of their curriculum planning, Heads of Department should avoid low order thinking activities, which use up valuable curriculum time, and work which is repetitive and lacks progression. Heads of Department should be using Bloom's Taxonomy to stretch and challenge students' progression in their subject area. Differentiation downwards is encouraged when planning schemes of work.

Our curriculum and teaching is founded upon finding the best "match" between the various needs of the child and the resources available and teaching approaches. We aim to provide opportunities for students to experience activities that promote a growth mind set and to recognise barriers to learning.

Our activities in lessons aim to:

- Inspire students and captivate curiosity Encourage empathy
- Encourage creativity
Use problem solving
- Research & development
Effective differentiation
- Encourage individual responses
Stress **process** not just product
- Be outside of a comfort zone to encourage growth mind set
Encourage high order thinking

Organisation of additional opportunities we will be managed. For example, 'The Brilliant Club' for KS3 and working with the sixth form to establish the 'Russel Group'. Additional opportunities can include allocation of school trips that link and extend student knowledge to inspire and captivate learning beyond the class room.

7. Monitoring of progress of more able and talented students

The school has a designated More Able and Talented Co-ordinator for each Key Stage. They liaise with all teaching staff and Data Manager to create a register for the more able and talented and tracks the students' progress. Each Head of Department will link with the Co-ordinator for each Key Stage to ensure the school policy is implemented. The co-ordinator will also hold regular staff training sessions to implement training on identifying and establishing challenge in lessons and offer new insights and ideas into establish growth mind set in the classroom.

In addition, the More Able and Talented Co-ordinators should:

- Use Sixth Form Learning Mentors to monitor learning opportunities in subjects; Liaise with HODs to create individualised targets for students who are more able or
- talented in their subject area;
- Monitor the progress of MAT students;
- Deliver professional development about the more able and talented;
- Consult with parents/carers about how to support their child who is more able or talented;

8. Assessment

Teachers must continue to present sufficient challenge to **all** students. Our policy recognises that more able students see the connections between ideas which are not usually perceived by their peers and therefore addressing unusual insights can also be challenging for a teacher.

9. Student Welfare

More able students can appear way ahead of their chronological age. This could lead to unfair expectations placed upon such children. We will be alert to the possibility that some more able students can become socially isolated. All teachers monitor underachievement caused by

more able students feeling threatened by peer pressures. It is important that we seek to accommodate all individuals within “our learning community”.

Praise is just as important to more able students as to others and teachers will continue to praise and reward all students for their effort and attainment, whatever their level of ability.

10. Inclusion

In order to ensure equanimity, the MAT Co-ordinator will ensure that all more able and talented students are tracked by the following characteristics: ethnicity, EAL and FSM.

11. Communication with parents of More Able and Talented students

We believe that good communication links between home and school help to support the progress and development of more able and talented students. Once a student has been identified as more able or talented, parents are notified via Parentmail.

12. Monitoring and Review

This policy will be reviewed annually by the More Able and Talented Co-ordinator in consultation with the Senior Leadership Team. It will be reviewed every two years by the Local Governing Body Curriculum Working Party.

APPENDIX 1

**More able and talented
Roles and Responsibilities**

Heads of School
Overall responsibility for education of all students.
Clear commitment and support to the “More able and talented” initiative



Vice Principal
Senior Manager Responsible for Whole school provision for “More able and talented” and drafting the whole school policy.
Encouraging/facilitating/developing provision.
Keeping this issue on the school agenda.



Co-ordinators for More Able and Talented Students
Drafting whole school policy
Overseeing common identification policy and practice
CPD to all staff on challenge.
Circulation of information to subject staff, pastoral staff and Leader team.
Tracking progress of individuals and groups of students.
Monitoring and evaluation of provision.

Opportunities Co-ordinator
Provide opportunities for students to experience activities that promote a growth mind set and to recognise barriers to learning.



HOD
Department policy
Subject specific enrichment and extension opportunities
Carrying out regular work scrutinies to monitor whether more able and talented students are being stretched



Individual Teachers
Identification of able student
Appropriate teaching and learning strategies.
In class extension opportunities meeting Individual needs should be built into every lesson.