

# Policy for Able and Talented Pupils

## Rationale:

- All children should be given the opportunity to reach their full potential. Research has shown that making effective provision for able and talented raises the achievement for all pupils.
- The policy recognises the presence of more able pupils - through the identification of high ability and its development through curriculum extension and enrichment.
- Supporting Able and Talented pupils is the responsibility of all staff
- Research has shown that giftedness is a developmental phenomenon, which can rise and fall over time. Young people who go on to be successful also need self-belief, perseverance and the courage to take risks. It is the rich educational environment which will shape these attitudes to learning, developing intrinsic motivation, curiosity and love of learning which will equip young people with what Renzuli (1995) describes as the "task commitment" to succeed in life.

## The Aims of the Policy:

- To further the aims of the school, especially Aim 5.
- To provide opportunities to develop the particular skills and talents that a pupil possesses and enable the development of work at a higher cognitive level.
- To enable full entitlement to the National Curriculum Programmes of study
- To foster a positive ethos where achievement is highly valued.

## Definition:

- Able and Talented pupils are defined as the top 10% of the ability range at John Colet School.
- Able pupils will be identified within academic subjects, such as English, Maths, Science, Modern Foreign Languages, ICT and Humanities.
- Talented pupils will be identified within the subject areas of Art, Technology, Music, PE and Performing Arts such as Dance or Drama.

## Implementation: policy into practice

### Identification - How are pupils identified?

Pupils will be identified on entry into school to enable colleagues to work carefully with such students throughout secondary school. It is important to identify able and talented pupils to ensure that their individual needs are established and appropriate provision made.

Identification, therefore will be by a range of both objective and subjective methods.

- Subject Team recognition, especially with Talented pupils;
- Curriculum opportunities - where previously unseen achievement may be recognised; (especially important with the identification of Talented pupils;)
- Observation both within lessons and outside lessons;
- Baseline info. From National Curriculum tests, VRQ, MidYIS, GCSE, ALIS, etc.
- Parents will be invited to nominate pupils as A & T.
- Underachievement may be identified by the comparison of attainment data with ability data.

## Organisational issues:

### Register of able and talented pupils

Criteria for inclusion in the register -

- All pupils who are Able will be identified within academic subjects, such as English, Maths, Science, Modern Foreign Languages, ICT and Humanities.
- All pupils who are Talented will be identified within the subject areas of Art, Technology, Music, PE and performing arts such as Dance or Drama.
- The register should be updated annually and inform a review of policy, provision and practice.
- All staff should have access to the register and be encouraged to put forward the names of any pupils who have been overlooked. A copy of the register should be kept within each Subject Area and also available electronically within Assessment Manager.

### Monitoring - what form will it take?

- Tracking documentation - Assessment Manager will enable progress to be tracked and monitored. Overall progress will be reviewed on a termly basis by the Able and Talented Co-ordinator;
- Progress will also be monitored by subject teachers as part of their approach to differentiation within normal lessons to ensure progression takes place;
- Year Tutors / Form tutors should be involved in mentoring and supporting able pupils wherever possible as part of their pastoral role;
- To revise lists with subject teachers annually for all year groups to take account of any pupil movement or changes of perception relating to individual pupils;
- Evaluation to be undertaken by STL's and their individual Subject Teams through regular Subject Team meetings.

### Training for staff, governors and parents will include:

- Strategies for the identification of able pupils;
- Formative Assessment for Learning;
- Strategies to provide appropriate challenge and support;
- Strategies to develop/enhance pupils' self esteem;
- Differentiation;
- Learning styles;
- Questioning skills;
- Thinking skills;
- Problem solving.

Staff development will be based on analysis of need from individual staff, STL's, SLT and Professional Tutor  
Governors through Link Governor presentations

Parents involvement will be through training sessions based on developing support with independent studies at home.

## Strategies:

Organisational strategies eg. Extra-curricular activities, setting, acceleration for developing able and talented pupils; ref: Pedagogy and Practice: Teaching and Learning in Secondary Schools DfES (2004)

- Increase the pace of learning, e.g. by expecting pupils in an English class to read the novel they are studying for themselves, or that pupils in a mathematics class will not need to repeat standard calculations.
- Increase the breadth of learning, e.g. by engaging pupils in a geography lesson in exploring an issue in a range of regional contexts, rather than simply in one.
- Increase the depth of learning, e.g. by considering in a science lesson how tests of effects work in different circumstances.
- Devise projects and tasks which are exciting and intrinsically worthwhile
- Model more advanced ways of thinking through talking aloud while working through a problem, so that pupils can appreciate how to solve it.
- Plan opportunities for pupils to work in different groups, explain their ideas and listen to others for a purpose.
- Show pupils how to tackle complex tasks, using their knowledge and experience to approach a new activity.
- Keep alive pupils' belief in their own capabilities.

## Developing an Effective Learning Environment

Like all pupils, able and talented pupils need frequent opportunities to apply their skills and understanding, and to develop their knowledge, within a secure and flexible learning environment.

The learning culture should:

- be pupil centred, valuing pupils' own interests and learning styles;
- encourage independence and autonomy, and support pupils in their own initiative;
- encourage pupils to be open to ideas and initiatives presented by others;
- be unconstrained by subject boundaries or established conventions;
- encourage the use of a variety of resources, ideas, methods and tasks;
- involve pupils in working in range of settings and combinations - as individuals, in pairs, in groups, as a class, cross-year, cross-school and inter-school;
- encourage pupils to reflect on the progress of their own learning and to understand the factors that help them to make progress.

Policy review: July 2009