



DRAFT

## Most Able Policy

**Date Reviewed:** November 2019

**Date Ratified by Governors:**

**Date due for renewal:** November 2020

This policy is for pupils who are academically more able and who have a particular talent within a subject area. This was formally known as the Gifted and Talented Register.

Recently there has been a move away from the term 'gifted and talented', with the idea that there is more 'room at the top' and that we must raise aspirations for those pupils with the potential to become the highest attainers. A number of reports have been looked at including the Ofsted 2016, 'The most able students – still too much talent going to waste', report which shows that although it should make little difference whether most able pupils attend an academy or a local authority maintained school, it actually does have considerable variation, with a 65% national average of most able students meeting their targets for sponsor-led academies. This information was taken from the Department for Education statistical release. The report, 'Educating the Highly Able' produced by the Sutton Trust in July 2012, recommends that the term 'Gifted and talented' is a 'catch all students' term which should be abandoned as it is confusing and doesn't focus on capability or excellence in school subjects. The Department for Education now use the term, 'Academically More Able Students'.

Regardless of terminology, at Wyvern Academy it is our duty to assess our pupils, know them as individuals and support them to achieve to the very best of their abilities.

### **Rationale**

- To provide teaching that makes learning challenging, engaging and exciting which in turn will enable our pupils to reach their potential
- Staff at Wyvern Academy are committed to meeting the needs of the most able pupils
- The policy is a statement of the entitlement of children who are more able and the ways that this entitlement is met
- To help all our pupils develop their individual skills, talents and abilities in an intellectual, creative, emotional and social way

### **Aims**

Wyvern Academy aims to meet the needs of the most academically able and talented children in each year group through a broad, relevant curriculum. It will develop the ability and potential of these pupils and raise their aspirations and achievement by developing their:

- Specific talents
- Ability to learn
- Range of knowledge
- Intellectual curiosity
- Core skills

Links will be extended with other organisations, feeder primary schools and FE colleges and universities. Prior knowledge will be taken into account between the key stages alongside individual aptitudes shown in lessons. A resource base of challenge, extension and enrichment opportunities will be developed.

### **Targets**

In line with our aims, the following targets have been identified for Wyvern Academy:

1. To establish a whole school policy to drive forward development
2. To identify more able learners in all year groups

3. To have a clear distinction between gifted and talented
4. To monitor the progress of the Most Able
5. Explore opportunities for broadening learning experiences in class, out of class and out of school

### **Action**

#### ***Identification***

The top 5 pupils in each year group have been identified based on their CAT scores as this is how school targets are set and it provides a holistic approach. It is also the way that progress 8 and attainment 8 are monitored across the whole school. Pupils who have exceptional talents in subjects such as music, art, performing arts or sports and this will be included, alongside teacher recommendations of particular pupil aptitudes within a subject. To ensure that teachers have time to identify their pupils correctly, year 7 pupils will be identified as talented in January following a term in year 7. Lists will be updated by departments for years 8 - 11 by the end of January.

Particular care will be given in order to identify those able pupils who are underachieving and parental communication will address this. It is envisaged that the list of talented pupils is not static and that names will change with the changes in pupils' developments.

#### ***Curriculum***

A variety of teaching and learning styles are used with the emphasis on risk taking, open endedness and differentiation, whilst schemes of work reflect the needs of the more able pupil. Challenges will take place throughout the year for the most able and talented.

#### ***Pastoral***

Each pupil will be supported by their tutor and Pastoral Leader at school to ensure that their potential is maximised. All pupils need encouragement, support and praise which is particularly true of the more able and talented. Opportunities will be given throughout the school to enable these pupils to work alongside others of a similar ability within the school and local community.

### **Classroom Provision**

Important strategies include, but are not limited to:

- Flexible and varied groupings within the classroom
- Challenge tasks
- Mentoring provision
- Opportunities for more able pupils to work with pupils of similar ability if on occasions this is through older/younger pupil roles
- Enrichment activities and tasks
- Differentiation within subject areas
- Higher order questioning
- Enquiry based approaches
- Thinking skills in subject context such as decision making
- Evaluation techniques
- Facilitation of independent learning

## **Responsibilities**

The SLT will be responsible for:

- Policy setting
- Depth and breadth of curriculum
- Whole school assessment and monitoring systems
- Leading/facilitating staff in their provision for the more able

**The More Able Coordinator and SLT link will be responsible for:**

- Monitoring the implementation of the agreed policy
- Supporting and monitoring curriculum planning which ensures differentiated provision
- Compiling and maintaining an up to date register of more able and talented pupils
- Coordinating provision for pupils on the register
- Developing expertise in this area through CPD and sharing of good practice opportunities
- Sharing expertise with staff and directing them to appropriate opportunities
- Purchasing and organising resources to facilitate the teaching of more able pupils

**The Curriculum Leader will be responsible for:**

- Monitoring provision for the more able and talented in their subject
- Collecting examples of exemplar work
- Assisting the department with differentiated planning
- Purchasing and disseminating appropriate resources
- Advising others of suitable strategies for extending the more able in their subject

**The Class Teacher will be responsible for:**

- Identifying the more able in their class
- Monitoring the performance of the more able
- Using appropriate resources to challenge the more able
- Setting appropriate targets for more able in their class
- Ensuring the appropriate provision through differentiated planning

## **Monitoring/Evaluation**

There is an ongoing action plan which details specific targets and how these will be addressed. The actions will be monitored by the SLT and the More Able Coordinator in a variety of ways, including standardised tests, feedback from pupils, teachers and parents and pupils attendance at enrichment opportunities. Support will be given to departments in the form of training, sharing of best practice, resources, review of teaching strategies, learning styles and schemes of work.