

# COGNITA



Huddersfield  
Grammar School

The whole child is the whole point

## **More Able and Talented Policy September 2019**

**1 Introduction**

- 1.1 We believe that all children are entitled to an education that will enable them to develop to their full potential, be that intellectual, physical, aesthetic, creative, emotional, spiritual or social. We are committed to providing a stimulating and suitably challenging curriculum for all our pupils, in the pursuit of the highest academic and pastoral achievements.
- 1.2 All pupils have individual needs, which puts personalised learning at the heart of our teaching and learning programme. More able and talented pupils should be given the opportunity to access an optimal breadth and depth of learning; as such we aim to provide opportunities to develop specific skills and talents.

**2 Definitions**

<b>Able</b>	<p>Pupils who:</p> <ul style="list-style-type: none"> <li>• are functioning at the <b>upper</b> end of the ability and/or attainment range, or above that normally associated with their year group;</li> <li>• are easily learning new skills, ideas and concepts, and are able to quickly apply these to new situations with minimal support;</li> <li>• typically enjoy learning, regularly answer questions and know answers, and find it easy to progress with teacher support;</li> <li>• have a MidYIS or Yellis score of at least 115, although this is by no means the only or the most reliable indicator.</li> </ul> <p>These pupils comprise <b>up to 20%</b> of pupils within the school.</p> <p><b>The needs of able pupils are met as part of differentiated classroom provision.</b></p>
<b>Gifted</b>	<p>Pupils who:</p> <ul style="list-style-type: none"> <li>• are functioning at the <b>top</b> end of the ability and/or attainment range, or well above that normally associated with their year group;</li> <li>• are able to assimilate skills and knowledge to new situations with ease, demonstrating an innate ability and a natural, outstanding aptitude or confidence for exceptional performance, and so progressing rapidly in a subject or range of subjects;</li> <li>• may challenge assumptions, test a teacher’s own subject knowledge, be intellectually curious, present unusual ideas and/or thrive on complexity;</li> <li>• have a MidYIS or Yellis score of at least 125, although this is by no means the only or the most reliable indicator.</li> </ul> <p>These pupils comprise <b>up to 5%</b> of pupils within the school.</p> <p><b>The needs of gifted pupils may require additional provision, enrichment and/or tailored programmes of work.</b></p>

<b>Talented</b>	<p>Pupils who exhibit enhanced talents in one or more of the following fields: creative and performing arts (Art, Drama and Music); physical education/sporting ability; extra-curricular pastimes, e.g. chess.</p> <p><b>The needs of talented pupils may also require additional provision, enrichment and/or tailored programmes of work.</b></p>
<b>Dual Exceptionality</b>	<p>Pupils who are able, gifted or talented but also subject to a barrier to learning, such as Dyslexia, Asperger's Syndrome, or a physical disability.</p> <p>It is worth remembering that able pupils can also be:</p> <ul style="list-style-type: none"><li>• of high ability but of low motivation;</li><li>• of good verbal ability but have poor writing skills;</li><li>• very able but with a short attention span;</li><li>• very able with poor social skills; and/or</li><li>• keen to disguise their abilities.</li></ul> <p><b>The needs of such pupils are met as part of differentiated classroom provision, through liaison with the Learning Support department, and may also require additional provision, enrichment and/or tailored programmes of work.</b></p>

### 3 Identification of More Able and Talented

#### 3.1 Sources of information

The identification of more able and talented pupils is a process which the whole teaching and support staff participate in, as well as parents, carers and the children themselves.

The identification begins when a child joins the school. The school is keen to understand their achievements and interests in particular areas as they join the school. Discussions with parents and carers will enable us to create the best possible picture of the child, and records of awards and achievements in academic, sporting, musical, artistic and any extra-curricular activities will be helpful in this respect.

Both qualitative and quantitative information is used for identification purposes:

- A programme of formative, summative (internal and external) assessment takes place (see the school Assessment Policy).
- Teachers should, in the normal course of assessment, monitor for pupils who demonstrate consistently high achievement, rapid grasp of new concepts, recognised characteristics of ability, successful responses to high level tasks within the learning environment or occasional glimpses of high potential.
- Adequate provision should then be made for **able pupils** (see 6. Strategies for Teaching).
- Identification of both **gifted and talented pupils** may be made using a variety of the following sources: MidYIS or Yellis scores (125+); consistently high attainment or accelerated progress, as evidenced in half-termly data capture within the school.

### 4 Responsibilities

#### 4.1 Teachers:

- Identify those who meet the criteria for able pupils;
- Use enrichment/extension opportunities appropriately;
- Identify and address underachievement;
- Where pupils are believed to be gifted or talented, complete a More Able and Talented Referral Form and the accompanying subject-specific checklist of criteria, and send it to the relevant Head of Department and the Deputy Head (Pedagogy).

#### 4.2 Heads of Department:

- Be aware of all pupils identified as gifted or talented within their department;
- Prepare a subject-specific checklist of criteria, with the support of the Deputy Head (Achievement) and the SENCO;
- Inform department staff of these criteria;
- Ensure that departmental staff complete More Able and Talented Referral Forms as and when they identify the pupils which they believe meet the criteria;
- Share these details with the Deputy Head (Pedagogy) and the SENCO;
- Advise departmental staff on enrichment/extension materials for identified pupils;
- Ensure that enrichment/extension materials are being used appropriately by staff; and
- Encourage children to enter local and national events and competitions.

#### 4.3 SENCO:

- Prepare from prior attainment data a register of **up to** the top 20% of each cohort year;
- Gather names of identified pupils from all areas of the curriculum;
- Categorise this information in a register, circulated to the Deputy Head (Pedagogy) and all teaching staff;
- Prepare courses of action for children who are identified as able in many areas (by agreement with the Operational Leadership Team);
- Work with the Deputy Head (Pedagogy) to oversee bespoke enrichment activities for pupils (e.g. debating, Model United Nations, etc.).

#### 4.4 Deputy Head (Pedagogy):

- Monitor schemes of work and ensure that they allow opportunities for enrichment and extension;
- Meet with Heads of Department, SENCO and the Headmaster biannually to review provision within departments;
- Monitor the provision of More Able and Talented pupils;
- Work with the Deputy Head (Achievement) to evaluate the progress made by More Able and Talented pupils on a half-termly basis;
- Work with the SENCO to oversee the process and activity;
- Include items concerning the provision of More Able and Talented children on meeting agendas; and
- Ensure that staff are made aware of opportunities for CPD development in supporting the needs of More Able and Talented children.

### 5 Coordination and Monitoring

- 5.1 The Able, Gifted and Talented Register for pupils is coordinated the SENCO, Belinda Roy. The Register is reviewed on half-termly basis, in association with pupil progress, departmental and/or staff meetings (as appropriate).
- 5.2 Talents and abilities emerge at different times due to developmental issues, and as new opportunities arise, therefore, inclusion in the cohort is not permanent. If it is perceived by parties that inclusion is no longer beneficial, pupils may be moved off, either temporarily or permanently. Such changes to the register will be discussed in parallel with the pupil and parents.
- 5.3 We recognise that some pupils who are more able or talented do not always show their ability. This may arise from learning difficulties such as dyslexia, or personal circumstances. The school aims to work with support programmes and parents to ensure a consistent achievement at the appropriate level for each child.

### 6 Strategies for Teaching

- 6.1 We offer opportunities for able, gifted and talented pupils to thrive through:
- An enriched, stimulating and relevant curriculum;
  - Regular reinforcement of high expectations, e.g. with a Challenge Wall;
  - Opportunities for pupils to work outside their usual working environment, where possible (e.g. regional enrichment events or workshops);
  - Independent and collaborative learning activities;
  - The focus on thinking and study skills, including metacognition;
  - Pupils self-assessing and evaluating their own work; and
  - Encouraging risk-taking and the experience of setbacks to develop resilience.

### 7 Extension, Acceleration and Enrichment

- 7.1 Opportunities to broaden pupils' learning experiences may include:
- Differentiation, where pupils may be grouped according to ability, and differentiated work is built into schemes of work and lesson plans to provide activities requiring extended higher order thinking skills;
  - Working on subject matter which would typically be for older pupils to access broader knowledge and develop more sophisticated thinking and reasoning skills. This may be through either giving pupils work which would usually be given to older pupils, or moving pupils up a year group, where practical;
  - Enabling a pupil to study aspects of a topic that there would not normally be time to study, or adding extra subjects or specialised calendar events to the curriculum or extra-curricular activities programme; and
  - Partnership with other schools or external organisations, for example workshop events, specialised holiday camps, and local, regional and national schemes/competitions.

### 8 Success Criteria

8.1 The success of this policy is measured by qualitative and quantitative evidence of an individual pupil's progress and the development of the More Able and Talented Register as a whole. This includes:

- Improved attainment in the areas in which they are able, gifted or talented;
- Increasing active involvement by pupils in assessment of their own progress and target setting;
- Increasing higher level questions being asked by pupils;
- Increasing levels of independent learning, including risk taking in learning; and
- Increasing confidence and improving attitudes to learning.

## More Able and Talented Policy

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<b>Ownership and consultation</b>	
Document sponsor (role)	Group Director of Education
Document author (name)	Robin Davies, ADE
Consultation – May 2017	The following schools were consulted: North Bridge House Canonbury, Breaside Prep School, Hastings School Madrid, Hendon Prep School, Salcombe Prep School, Huddersfield Grammar School, Downsend Epsom Pre-Prep School and El Limonar Villamartin. Education Team representative – Danuta Tomasz, ADE.

  

<b>Audience</b>	
Audience	Parents and all school staff

  

<b>Document application and publication</b>	
England	Yes
Wales	Yes
Spain	Yes

  

<b>Version control</b>	
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Review date and reviewed by	Review and update for implementation in September 2020 Jo Storey (DE)

  

<b>Related documentation</b>	
Related documentation	Assessment Policy Curriculum Policy EAL Policy SEND Policy Teaching and Learning Policy