

COGNITA



**Colchester
High School**

More Able and Talented Policy

September 2020

1.0 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 its 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.
- 1.3 The Able, Gifted and Talented Policy applies to all pupils including children in the Early Years.

2.0 Definitions

- 2.1 There is no single measurement with which to identify pupils who may have exceptional ability or talents, due to the individuality of pupils. Different factors are used to help identify pupils so that the school community can meet their needs.

For the purposes of the provision at Colchester High School the terminology used in this policy is as follows:

Able	Pupils who achieve, or have the ability to achieve, above average in one or more academic areas, including areas outside the main school curriculum. This also includes children who are leaders or role models and who display outstanding leadership and/or social skills.
Gifted	Pupils with an innate ability, who present a natural, outstanding aptitude or competence for exceptional performance. Pupils can also be considered 'Mentally Gifted' if they achieve a standardised score of 130+ in our baseline assessments. This would typically put them in the top 2.5% nationally.
Talented	Pupils who excel in one or more specific fields: <ul style="list-style-type: none">▪ Creative and Performing Arts – Art, Design & Technology, Drama, Music;▪ Physical Education/sporting ability; and/or▪ Extra-curricular pastimes – e.g. Chess.
Dual Exceptionality	Pupils who are more able or talented but also subject to a barrier of learning, such as dyslexia, Asperger's Syndrome, or a physical disability. It is worth remembering that able pupils can also be: <ul style="list-style-type: none">▪ of high ability but of low motivation;▪ of good verbal ability but have poor writing skills;▪ very able but with a short attention span;▪ very able with poor social skills; and/or▪ keen to disguise their abilities.

3.0 Identification of More able and Talented

- 3.1 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.
- 3.2 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.

- 3.3 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). Department Heads will have an overview of pupils who demonstrate ability in their subjects, and will use a combination of the following strategies to identify pupils who are more able and talented:
 - specific criteria developed by subjects or their professional associations.
 - teacher observation and assessment using appropriately challenging tasks.
 - background knowledge from parents and past teachers and any outside professional agencies.
 - evidence shown in activities such as sports, speaking and listening activities, music, drama and independent creative art work.

4.0 Responsibilities

4.1 Teachers:

- Identify the pupils who meet the criteria;
- Use enrichment/extension opportunities appropriately; and
- Identify and address underachievement.

4.2 Heads of Department:

- Prepare subject specific criteria;
- Inform department staff of these criteria;
- Identify the pupils who meet the criteria;
- Plan for and use enrichment/extension materials appropriately;
- Identify and address underachievement; and
- Provide the Assistant Head Teaching and Learning with assessment results.
- Encourage children to enter local and national events and competitions.

4.3 Assistant Head Teaching and Learning/Head of Learning Support:

- Prepare from prior attainment data a register of the top 10% of each cohort year;
- Gather names of identified pupils from all areas of the curriculum;
- Categorise this information in a register, circulated to the Senior Leadership Team and all teaching staff;
- Meet with Heads of Department biannually to review provision within departments;
- Prepare courses of action for children who are identified as able in many areas (by agreement with senior management);
- Monitor the provision of more able and talented pupils;
- Evaluate the progress made by more able and talented pupils on an annual basis; and
- Lead/co-ordinate challenge focus groups.
- Ensure that staff are made aware of opportunities for CPD development in supporting the needs of more able and talented children.

5.0 Coordination and monitoring

5.1 The more able and talented Register for pupils is coordinated by the Assistant Head of Teaching and Learning. The Register is reviewed on an annual basis, in association with pupil progress, departmental and/or staff meetings.

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.

6.0 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.

7.0 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.

8.0 NACE (National Association for Able Children in Education)

8.1 Colchester High School is a member of NACE and is committed to assist able and talented children to reach their full potential.

9.0 Success criteria

9.1 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

Ownership and consultation	
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, Downsends Epsom Pre-Prep School and El Limonar Villamartin. Education Team representative – Danuta Tomasz, ADE.

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