Policy for More Able and Talented Learners

This policy will identify the school's aims for More Able and Talented learners and describe how those aims will be met.

At Gowerton, we believe that each pupil should be supported at their own individual level, so that they may be challenged both academically and artistically to achieve their full potential. Part of our commitment to recognising the individual strengths and talents of every child is our long-established programme to cater for the specific needs of More Able and Talented Learners.

The abilities of our pupils are recognised soon after arriving at Gowerton, so that all pupils may receive support according to their individual needs. We identify high academic potential in pupils early on in their school career by using information from a variety of sources, as well as identifying high sporting ability and talent in the arts.

More Able pupils are supported at each stage of their school career by receiving appropriate mentoring and guidance, as well as extension activities and varied learning opportunities in order to help them achieve their full potential. In addition, we pride ourselves on providing a very wide variety of extra-curricular activities to challenge talented pupils in sport, drama, dance, art and music.

Gowerton School has a designated More Able & Talented Coordinator, Senior Management Team line manager and link governor. Staff work together to raise aspirations for all pupils, expectations of achievement for all pupils as well as greater enterprise, self-reliance and independence for all students.

Identification of More Able and Talented pupils

- ➢ Identification of More Able and Talented pupils is initially based on data obtained from standardised tests conducted early in Year 7, as well as teacher recommendation and KS2 transfer information. A group is selected during the Autumn Term which does not have a set number of pupils but may change yearly depending on the ability range of the cohort.
- ➢ During Years 8 -11 teacher recommendation will be made across all curriculum areas. As a consequence, the cohort of children initially identified as More Able may change and is liable to increase.
- ➢ Further identification of pupils' talents may be made through reference to external data, such as sporting accolades, music exam grades or membership of County/National groups.
- ➢ Children identified by these criteria form the Gowerton School register of More Able and Talented pupils and are included on the SEN register.
- ➢ The School register is stored and updated annually by the MAT Coordinator. The register is stored on SIMS and is freely available to all staff. The register is used to inform Teaching staff, Students and Parents/Carers and used to identify students for whom curricular and extra-curricular MAT provision should be made available.

Tracking and monitoring

This occurs at many levels. Pupils identified as MAT have targeted mentoring interviews, either individually or in a group, with the MAT Coordinator. In addition, termly academic monitoring of all pupils takes place (AJB), and the resultant data is monitored by the MAT Coordinator and Pastoral leaders. The MAT Coordinator also monitors any data obtained from formal reporting procedures, such as the annual report and discusses pupils' progress during mentoring interviews.
Additional mentoring and intervention is provided if necessary to combat underachievement, as well as to celebrate exceptional performance.

Resources

In addition to departmental budgets, the school funds provision for More Able and Talented activities, and staff attendance at training courses. The MAT Coordinator has an allowance of non-teaching time in which to conduct the necessary tasks.
The governing body will review annually the resources required for effective provision to be made under the terms of the policy.

Curricular provision

At Gowerton, the majority of provision for More Able students is within the curriculum.

Each subject area holds subject-specific criteria outlining what constitutes expertise in their area (see Appendix B). Heads of Department are responsible for developing Schemes of Work that indicate extension tasks designed to meet the needs of students demonstrating such expertise. Year 8 and 9 pupils are banded according to ability in the majority of subjects, greatly enabling effective differentiation in lessons for More Able pupils. Form classes are banded at Key Stage 5. Banding the

form classes has been effective in enabling us to give targeted advice to pupils when applying to university, and also in fostering a sense of community and healthy competition among the pupils.

We realise the coherent management of pupil groupings is vital, and recognise that whilst there may be a higher concentration of Able and Talented pupils in some groups there will be pupils who have gifts and talents in all groups.

Extra-curricular provision

Enrichment activities will be offered both via the MAT Coordinator and through department activities. In the past we have run visits to Techniquest as well as various Theatre and Opera visits.

During 2013-14, the designated MAT coordinator was on maternity leave for the majority of time. However, Year 7 and 8 Maths pupils took part in the UK Maths challenge with extremely pleasing results.

Year 10 Maths pupils attended a 'Maths is Your Future' conference day in Swansea University which included some very interesting master classes and lectures.

MAT pupils in KS3 were provided with a list of recommended fiction books that would extend their reading and further literacy skills. This type of directed home-study has been very successful.

A highly successful collaboration with Gower College and Cambridge University at Key Stage 5 took place, in which pupils attended a series of master classes in their prospective University subjects and visited Cambridge University.

MAT pupils across the school were mentored by the MAT coordinator.

We provide biannual 'Reach for the Stars' seminars for Year 10 and 11 MAT pupils which are run by *Learning Performance* and address such subjects as maximizing memory skills, study skills and avoiding stress.

In the creative arts, extension activities will be provided in the standard schemes of work, and within our many and varied extra-curricular opportunities. In addition, students may be referred to external agencies as appropriate, e.g. sportsmen/women may be put forward for County trials, musicians can be auditioned for County Orchestras, instrumental lessons are provided free of charge by visiting teachers. Music, Drama and P. E. offer talented students the chance to excel via a variety of extra-curricular activities. Furthermore, the Art Department often takes part in local competitions and has a very good success record in obtaining prizes.

Extra activities such as English visiting speakers are organised at department level.

Staff development

At Gowerton School we regularly provide CPD for TAs and NQT staff on supporting and differentiation for More Able and Talented learners.

Current links with the wider community have been developed, such as links with local secondary schools and the City and County of Swansea.

Self-Assessment and Planning

We have audited our MAT provision and formulated an action plan with respect to and reference to the document *Meeting the Challenge - Quality Standards in Education for More Able and Talented Pupils*.

Appendix A

Subject-specific checklists for identification of More Able and Talented Learners

Subject-specific checklists

While general checklists can be used to identify more able pupils across the curriculum, it is useful to identify pupils against subject-specific criteria, especially at secondary level. This enables the school to identify those pupils who may be manifesting ability within one or more subjects, and can indicate pupils who have strengths in particular intelligences rather than across the curriculum. The following checklists are useful for refining teacher observation. In the following areas, more able pupils:

Language (English and Welsh)

- show close reading skills and attention to detail
- show attention to spelling and meaning of words
- are sensitive to nuance of language use, use language precisely
- cope well in dual language medium
- have a well developed, sophisticated sense and appreciation of humour
- have fluency and breadth of reading
- contribute incisive, critical responses, can analyse own work
- show pleasure and involvement in experimenting with language
- are able to read with more meaning, drawing on inference and deduction, can 'read between the lines'
- analyse insights confidently and precisely when discussing their own and others' writing intentions
- approach writing tasks thoughtfully and with careful preparation
- draw out relationships between different texts read
- are able to reflect on language and linguistic forms they encounter, having insight into their own abilities
- are able to transfer skills across the curriculum.

(Summary from: Geoff Dean *ibid*)

Adapted from: Eyre D and Lowe H (2002) (eds) *Curriculum Provision for the Gifted and Talented in the Secondary School*. London: David Fulton Publishers (A NACE/Fulton Publication)

Mathematics

- grasp the formal structure of a problem: can generate ideas for action
- are able to generalise from examples
- recognise pattern: can specialise and make conjectures
- are able to generalise approaches to problem-solving
- reason logically: can verify, justify and prove
- use mathematical symbols as part of the thinking process
- think flexibly, adapting problem-solving approaches
- may work backwards and forwards when solving a problem
- may leap stages in logical reasoning and think in abbreviated mathematical forms

- remember mathematical relationships, problem types, ways of approaching problems and patterns of reasoning.

(Summary from: Roy Kennard *ibid*)

Science

- recognise patterns and relationships in science data: can form a hypothesis based on valid evidence and draw conclusions
- use subject vocabulary effectively in construction of abstract ideas
- are aware of how the context influences the interpretation of science content
- think flexibly, generalise ideas and adapt problem solving approaches
- recognise and process reliable, valid and accurate data: can explain why data is unreliable, invalid or inaccurate
- are able to evaluate findings and think critically
- enjoy reasoning logically.

(Summary from: Pat O'Brien *ibid*)

Information technology

- use ICT hardware and software independently
- use ICT to support their studies in other subjects
- use ICT to solve problems
- use their skills and knowledge of ICT to design information systems and suggest improvements to existing systems
- consider the purpose for which information is processed and communicated and how the characteristics of different kinds of information influence its use
- consider the limitations of ICT tools and information sources
- consider some of the social, economic, and ethical issues raised by the use of ICT.

Geography

- possess wide ranging general knowledge about the world
- are enthusiastic observers of the world around them
- are intrigued by the workings of their own environments
- enjoy identifying patterns and similarities in different contexts
- appreciate the relationships of different scales of environments
- understand and begin to explain more complex inter relationships
- analyse confidently and draw conclusions
- draw meaningful generalisations from detailed information
- appreciate varying viewpoints and attitudes
- formulate opinions and use evidence to support own viewpoint
- creatively design and interpret spatial representations
- enjoy and can confidently use a wide range of visual resources including

maps and photographs
- have good information processing skills
- monitor and regulate personal work.

(Summary from: David Leat *ibid*)

History

- are able to set both new and previously acquired information in a chronological framework
- make confident use of conventions which describe historical periods and the passing of time
- have a broad range of general and historical knowledge
- show a keen awareness of the characteristics of different historical periods and the diversity of experience within each one
- aware of the provisional nature of knowledge
- make imaginative links between the topics studied and with other subjects in the curriculum
- make suggestions which reflect independent thought concerning the connections, causes and consequences of historical events, situations and changes
- debate the significance of events, people and changes
- are prepared to challenge interpretations
- use a range of historical sources, including complex and ambiguous ones, with confidence and perception
- ask searching historical questions, engaging in increasingly independent historical enquiry and problem-solving exercises
- give increasingly sophisticated reasons for the selection of sources
- show a lively curiosity with regard to historical problems and debates
- reach soundly based evaluations and conclusions based on considered use of evidence, and be prepared to support them with reasoned argument
- show determination and perseverance in investigating topics
- select and use historical information to illuminate a narrative, support an argument or challenge an interpretation
- sustain a line of argument, making well balanced judgements
- use subject specific vocabulary and terminology with accuracy and confidence.

(Derived from: Sue Mordecai *ibid*)

Art

- analyse and interpret their observations and present them creatively
- draw on existing knowledge, make connections and draw on comparisons with others' work
- are enthusiastic and interested in the visual world
- enjoy experimenting with materials, able to go beyond the conventional
- can sustain concentration, constantly refining ideas
- have confidence using a wide range of skills and techniques
- quick to learn and transfer skills.

(Summary from: Mary Fitzpatrick *ibid*)

Physical education

(The following generic checklist is derived from Gardner (1999). Specific sports and physical activities require differentiated and detailed checklists.)

- use the body with confidence in differentiated, expressive and imaginative ways
- are able to adapt, anticipate and make decisions
- have a good sense of shape, space, direction and timing
- have a good control of gross and fine body movements and can handle objects skilfully
- produce a seamless fluency of movements with an intuitive feel for elegant movement
- show high level of understanding of principles of health-related exercise and their application in a variety of activities
- are able to use technical terms effectively, accurately and fluently
- are able to perform advanced skills and techniques and transfer skills between activities
- are able to analyse, evaluate their own and others' work using results to effect improvement
- take the initiative, demonstrating leadership and independence of thought.

Modern foreign languages

- show an interest and empathy to foreign cultures
- are curious about how language 'works', its meaning and function
- recognise grammatical patterns and functions of words
- are able to use technical vocabulary to discuss language
- use linguistic/non-linguistic clues to infer meaning
- identify and memorise new sounds and 'chunks' of language
- are able to listen and to reproduce sounds accurately
- are flexible in thinking, showing flair, intuition and creativity
- extrapolate general rules from examples, can make connections
- apply principles from known language to the learning of new ones
- have effective communication strategies.

(Summary from: Hilary Lowe *ibid*)

Welsh second language

Many of the above points (MFL) will also be relevant to Welsh second language. In addition, more pupils:

- show interest in the Welsh language around them
- are keen to communicate with native speakers.

Music

(The following is a generic checklist. Specific musical activities require detailed and differentiated checklists.)

- hear music 'in the head'
- have a strong musical memory
- demonstrate power of expression and skill beyond competency
- are particularly sensitive to melody, timbre, rhythms and patterns
- respond emotionally to sounds
- demonstrate coherence and individuality in developing musical ideas
- show a commitment to achieving excellence
- have the motivation and dedication to persevere and practise.

(Summary from: Frankie Williams *ibid)*

Design and technology

- readily accept and discuss new ideas
- link the familiar with the novel and see application in 2D or 3D
- conceptualise beyond the information given
- transfer and adapt ideas from the familiar to a new problem
- identify the simple, elegant solution from complex, disorganised data
- are able to represent ideas aesthetically in a variety of ways: visual, spatial, verbal, mathematical
- reflect and be constructively self-critical
- independently research knowledge to solve problems
- demonstrate skilfulness and ingenuity in manufacturing skills and techniques
- show awareness of social/ethical considerations (e.g. finite supplies of resources, sustainability).

(Summary from: Trevor Davies *ibid*)

Religious education

- recognise and express personal feelings and empathise with others
- are sensitive to social issues and concerned about equality
- construct and sustain a complex argument, integrating ideas from a number of sources
- are able to think independently, to intervene appropriately and continue an argument
- raise questions and see relationships between questions
- are able to reflect upon and integrate different kinds of knowledge
- appreciate the value system of others and defer judgement or conclusion
- can use intuition and personal experience as shared learning with others.

(Summary from: Mark Cope *ibid*)

Personal and social education

- identify with the feelings of others
- reflect on personal mistakes and rectify them
- are self-confident
- have self-control
- are flexible and comfortable with change and novelty
- use effective communication skills
- build good relationships
- are able to persuade and negotiate
- work well collaboratively
- lead and inspire others
- are aware of social and environmental issues
- enjoy community activities
- are good in debate, discussion, role-play
- display honesty and integrity
- show initiative and persistence.

Derived from: Goleman D (1999) *Working with Emotional Intelligence*. London: Bloomsbury Publishing Company

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REVIEWED BY: ***Behaviour & Wellbeing Working Party***

DATE REVIEWED: ***15.10.14***

DATE TO FGB: ***21.1.15***

SIGNED: Debbie Lloyd

PRINT NAME: ***Debbie Lloyd (Chair of Governors)***

DATE NEXT DUE TO BE REVIEWED: ***Oct 2017***