



Heather Primary School

**POLICY FOR MORE ABLE
& TALENTED PUPILS**

**This policy was approved by the Governing Body of Heather Primary School at their
meeting on.....**

Signed..... Chair of Governors

Introduction

At Heather Primary School, we believe in providing the best possible provision for pupils of all abilities. We plan our teaching and learning so that each child can aspire to the highest level of personal achievement.

The purpose of this policy is to ensure that we recognise and support the needs of those children in our school who have been identified as 'academically more able' or 'talented' according to the national guidelines.

Aims

- To recognise the needs of more able pupils within a framework of equal opportunity
- To adopt a personalised and varied approach with regard to meeting the academic, social and emotional needs of more able pupils
- To implement the procedures and strategies that will address the needs of an identified cohort of more able pupils
- To ensure that more able pupils are motivated to achieve to the best of their ability and set standards of excellence as an example for others to follow
- To provide opportunities for more able pupils to work at high cognitive levels and /or to develop specific skills
- To foster a culture of achievement by creating a climate of learning and excellence throughout the school
- To work in partnership with parents/carers to help them promote children's learning and development
- To make use of links with other schools and the wider community to enhance learning opportunities
- To provide a curriculum that creates opportunities to identify more able and talented pupils in our school.

Objectives

- Maintain current record of academically more able children
- Monitor children's progress via INSIGHT, observation and discussion with teachers and children
- Ensure effective challenge for all pupils, which is enjoyable and relevant to their needs and which extends their conceptual understanding
- Support links for children with outside agencies that may enrich and extend them

Definition

For the purpose of clarity within this policy, we have adopted the following terms:

'Academically More Able' refers to a child who has a broad range of achievement at a level well above average, typically in the more academic subjects such as Mathematics and English.

However, for a small number of pupils who demonstrate outstanding ability, we use the term 'Exceptionally Able'. Exceptionally able pupils are those who have the capacity to achieve or perform at the very highest levels.

In comparison with their peers, when engaged in their area of expertise, more able pupils will tend to:

- show a passion for particular subjects and seek to pursue them
- master the rules of a domain easily and transfer their insights to new problems
- analyse their own behaviour and hence use a greater range of learning strategies than others (self-regulation)
- make connections between past and present learning
- work at a level beyond that expected for their years
- show intellectual maturity and enjoy engaging in depth with subject material
- actively and enthusiastically engage in debate and discussion on a particular subject
- produce original and creative responses to common problems

Talented refers to a child who excels in one or more specific fields, typically those that call for performance skills, such as sport, art and music, but who does not necessarily perform at a high level across all areas of learning.

The number of more able learners in a class or school will vary. NACE, for example, does not specify an actual percentage but recommends that every school has a robust method of identifying its more able cohort. However, as an approximate figure, between 5 and 10% of the children in our school will be considered as exceptionally/more able and/or talented. This refers to the upper end of the ability range in most classes.

Identification

The DfE and Ofsted define the more able in terms of those whose progress significantly exceeds age related expectations. However, at Heather, we look beyond actual progress to include those who may be underachieving or whose skills and knowledge may extend beyond the school's measures of progress and curriculum.

We also acknowledge that some able pupils who have complex or additional learning needs, for example autistic spectrum disorder, may demonstrate dual exceptionality.

It is important therefore to encompass a range of methods which looks beyond test results and teacher assessment and to ensure that opportunities are provided for pupils to reveal their abilities.

The process is ongoing – provide – identify – provide.

We establish procedures for identifying pupils that are non-discriminatory so that those with English as an additional language and pupils with disabilities and or special educational needs will be given equal access to identification. As such, children will be identified using a range of absolute and relative techniques:

- Analysis of information from reception assessments by the class teachers and SLT
- Analysis of formative and summative assessments by the class teachers and SLT
- Standardised and scaled scored tests e.g. PiRA, PUMA, Salford Spelling Test.
- Ongoing tracking assessment – INSIGHT, tests, record-keeping, collation of evidence, e.g. samples of pupils' work by class teachers
- Teacher observation of social and leadership skills

- Discussion with colleagues and subject leaders
- Observations and advice from subject coordinators
- Consultation with parents
- Information received from previous schools

In order to report accurately on the progress and attainment of the our more able pupils, each cohort is reviewed and updated regularly. Re-evaluation will take place each term, following completion of termly assessments and Pupil Progress Meetings. Therefore, it is not a foregone conclusion that an identified pupil will remain on the school's more able register for the duration of their time in school.

Pupil Premium

Pupil Premium funding is used to support individualised support and wider provision for more able pupils from disadvantaged, EAL, LAC and Forces backgrounds. E.g. funding to enable children to attend relevant extra-curricular activities and individualised support.

Characteristics to look out for

More able pupils are a diverse group and their range of attainment will be varied (see Appendix 1 – Revised Profiles of the Gifted and Talented Learner © Maureen Neihart and George Betts 2010).

They are *more likely* than most pupils to:

- Think quickly and accurately
- Work systematically
- Generate creative working solutions
- Work flexibly, processing unfamiliar information and applying knowledge, experience and insight to unfamiliar situations
- Communicate their thoughts and ideas well
- Be determined, diligent and interested in uncovering patterns
- Achieve, or show potential, in a wide range of contexts
- Be particularly creative
- Show great sensitivity or empathy
- Demonstrate particular physical dexterity or skill
- Make sound judgements
- Be outstanding leaders or team members
- Be fascinated, or passionate about, a particular subject or aspect of the curriculum
- Demonstrate high levels of attainment across a range of subjects or within a particular subject or aspect(s) of work
- Are able to use a high level of mastery in order to work with the curriculum objectives taught

It is important to recognise that not all highly able pupils are obvious achievers. Many actually under achieve – their potential is masked by factors such as frustration, low self-esteem, Special Educational Needs, lack of challenge, and low teacher/parent expectations.

To enable these pupils to fulfil their potential, it is vital to give everyone in the school the opportunity to excel. As a school, we recognise that we need to be alert to any groups of pupils who may be underachieving and to assess the potential ability of these pupils.

We are also aware of the need to ensure that particular groups are not under-represented.

Planning for Provision

We aim to:

- Create an ethos where high attainment is celebrated and pupils feel good about achieving excellence
- Encourage all pupils to become independent learners
- Provide a wide range of resources to accommodate the needs of able pupils
- Offer opportunities for the able pupils to work independently or with older pupils of the same ability
- Involve pupils in decision-making, for example as members of the school council
- Encourage pupils to carry out extra research work
- Encourage pupils to participate in out of the classroom activities
- Promote an atmosphere of inclusiveness where any negative stereotyped generalisations about more able and talented pupils are challenged
- Ensure that provision of more able and talented pupils is embedded in all aspects of school life
- Support the effective transition of more able and talented pupils to the next stage of education
- Encourage parents and carers to be aware of their role in supporting and encouraging their child's learning by recognising their child's interests and abilities, providing resources and opportunities at home and setting realistic targets.
- Promote celebration of achievements by asking parents to inform the school if their child has an out-of-school award etc.

The school provides a whole range of extra-curricular activities for all pupils and will endeavour to provide activities that enable more able and talented pupils to extend and challenge their skills.

Teaching of more able pupils

Whole school strategies

Whole school strategies that are currently available are:

- The encouragement and celebration of special abilities and individual achievements through whole school assemblies where children are commended and awarded certificates
- School productions to challenge and extend the more talented artists, singers, dancers and actors
- Class assemblies
- Enrichment weeks when the normal timetable is suspended and children engage with cross-curricular projects, which offer pupils more challenge and responsibility
- Opportunities for more able pupils to be withdrawn for specific activities to work with other pupils of similar ability
- Involvement of more able pupils in extra-curricular activities that extend the boundaries of the curriculum. For example, Character Education projects, more able reading circles, storytelling competitions, sports competitions etc.
- Collaboration with other schools to take advantage of additional enrichment opportunities e.g. Science and DT competition provided through the Unity Small Schools Group.

Classroom Strategies

All adults in the school have a responsibility for more able pupils. Within the curriculum, much of the provision for the more able pupils will be in the context of their day to day classroom experience.

Strategies include:

- Individual pupil target setting in numeracy, reading and writing
- Enrichment and extension activities which add breadth and depth to the curriculum
- Accelerations where appropriate
- Separate pupil groups where appropriate
- Using detailed tracking records to assess children's ability to apply the objectives they have learned in new and complex ways
- Providing problem solving and investigational activities to develop reasoning, questioning and thinking skills
- Identifying appropriate objectives and having explicit more able and talented activities identified in planning across the whole curriculum
- Establishing what the children have done previously in order to prevent repetition
- Providing challenges through high-quality tasks for enrichment and extension
- Differentiating appropriately and planning work so that there is extension material for the able children
- Setting differentiated homework
- Ensuring that more able pupils receive regular guided sessions with teachers and/ or teaching assistants to cater specifically for their needs
- Encouraging all children to become independent learners and discerning questioners by:
 - organising their own work
 - carrying out unaided tasks which stretch their capabilities
 - making choices about their work
 - developing the ability to evaluate their own work and so become self-critical
- Analysing attainment data, including performance criteria in PE and the creative arts in order to identify those pupils who have the potential to reach high levels of performance
- Ensuring pupils' achievements match their potential ability, taking into account the school's performance data as well as information from its own pupil tracking
- Ensuring that provision for more able pupils is child-centred, and values and utilises pupils' own interests and learning styles
- Promoting and celebrating creativity and original thinking within the classroom

On occasion, more able pupils may act as a pupil expert to demonstrate and share their expertise with peers.

Professional Standards

All staff are accountable in ensuring that more able and/or talented pupils are identified, monitored, tracked and supported. There is clear accountability for pupil progress through specific staff appraisal objectives linked to whole school priorities, data analysis and teaching standards.

The professional standards to which this policy links most directly are as follows:

1. *Set high expectations which inspire, motivate and challenge pupils*
 - *set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions...*
2. *Promote good progress and outcomes by pupils*
 - *be accountable for pupils' attainment, progress and outcomes*
 - *be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these...*
3. *Demonstrate good subject and curriculum knowledge*
 - *have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings...*
5. *Adapt teaching to respond to the strengths and needs of all pupils*
 - *know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively*
 - *have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these*
 - *demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development*
 - *have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.*
6. *Make accurate and productive use of assessment*
 - *know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements*
 - *make use of formative and summative assessment to secure pupils' progress*
 - *use relevant data to monitor progress, set targets, and plan subsequent lessons*
 - *give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback...*
8. *Fulfil wider professional responsibilities*
 - *communicate effectively with parents with regard to pupils' achievements and well-being.*

There is swift investigation where pupil progress is below expectations.

Transitions

On transition to another class in school or to another school, we will ensure that information in identification, assessment and individual attainment and achievement will be recorded and shared. This will ensure continuity and progression in curriculum provision.

Partnerships with pupils and parents

At Heather, we inform parents about the strengths and progress of their children as part of the school's reporting systems. Parents are also welcome to come into school at any time to discuss the development of their child's aptitude. However, in order to engage parents in the identification and support of more able pupils, we ensure that information regarding any specific talents are clearly communicated at parents' evenings within a holistic context. Parents are then kept fully informed of ways in which they can support their child to develop their abilities.

Monitoring, Assessment and Evaluation

Provision for more able and talented pupils will be a regular part of the school's monitoring of teaching and learning.

Class teachers will be responsible for:

- Planning lessons that will motivate, challenge and extend the more able pupils in their class.
- Reviewing pupil progress three times a year and reporting to parents at parent consultation meetings and in the annual report.
- Updating their class provision map for more able and talented pupils three times a year.
- Discussing with parents their child's identification as more able and talented.
- Communicating to parents external opportunities for extension activities relevant to their child.

The leader for more able and talented provision within the school will review the progress of pupils identified on the class provision map three times a year. They will also:

- Ensure all teachers are updating their class provision map for the more able and talented children three times a year
- Monitor the progress of more able and talented children on a termly basis
- Liaise with teachers/senior management to develop and agree effective methods of collecting and monitoring data pertaining to the more able and talented pupils
- Share good ideas and practice with staff and senior management
- Meet with more able and talented pupils in order to monitor the effective implementation of this policy.
- Keep up to date on current issues; disseminating relevant information and providing training for staff members (either directly or through other professionals)
- Lead by example / modelling lessons or styles of teaching
- Have a knowledge of the quality of provision for more able pupils across the school
- Identify and act on development needs of staff members
- Monitor expectations, teaching standards and attainment across the school; providing feedback to develop practice further in order to raise standards
- Provide necessary equipment and maintain it to a high standard
- Provide information for the named governor
- Review the policy annually
- Liaise with parents when necessary to promote extra-curricular extension or enrichment activities
- Develop links with other primary schools with a view to setting up network meetings
- Develop links with feeder secondary schools

The effectiveness of the policy will be monitored via:

- Work sampling
- Lesson observations across the curriculum to ensure the correct provision for the most-able pupils in our school
- Scrutiny of planning
- Analysis of progress and attainment on a termly basis
- Pupil conferences / interviews
- Pupil Progress Meetings

Review

This policy and the success of the school's provision for the more able pupils will be reviewed annually by the leader of more able and talented provision and ratified by the Full Governing Body or a committee as

directed by the Chair of Governors. The Full Governing Body shall then ratify the policy upon the recommendation(s) of the committee.

This policy will be considered by the Governing Body in December 2016.

Signed Chair of Governors

Dated

This policy will be reviewed on or before the following date: January 2018

Revised Profiles of the Gifted & Talented

Type	Feelings & Attitudes	Behaviors	Needs	Adult/Peer Perceptions	Identification	Home Support	School Support
The Successful	<p>Complacent Dependent Good academic self-concept Fear of failure Extrinsic motivation Self-critical Works for the grade Unsure about the future Eager for approval Entity view of intelligence</p>	<p>Achieves Seeks teacher approval Avoids risks Doesn't go beyond the syllabus Accepts & conforms Chooses safe activities Gets good grades Becomes a consumer of knowledge</p>	<p>To be challenged To see deficiencies To take risks Assertiveness skills Creativity development Incremental view of intelligence Self knowledge Independent learning skills</p>	<p>Liked by teachers Admired by peers Generally liked & accepted by parents Overestimate their abilities Believe they will succeed on their own</p>	<p>Use many multiple criteria Grades Standardized test scores Individual IQ tests Teacher nominations Parent nominations Peer nominations</p>	<p>Parents need to let go Independence Freedom to make choices Risk-taking experiences Allow child to be distressed Affirm child's ability to cope with challenges</p>	<p>Subject & grade acceleration Needs more than AP, IB & Honors Time for personal curriculum Activities that push out of comfort zone Development of independent learning skills In-Depth Studies Mentorships Cognitive Coaching Time with Intellectual Peers</p>
The Creative	<p>Highly creative Bored & frustrated Fluctuating self-esteem Impatient & defensive Heightened sensitivity Uncertain about social roles More psychologically vulnerable Strong motivation to follow inner convictions Wants to right wrongs High tolerance for ambiguity High Energy</p>	<p>Expresses impulses Challenges teacher Questions rules, policies Is honest and direct Emotionally labile May have poor self-control Creative expression Perseveres in areas of interest (passions) Stands up for convictions May be in conflict with peers</p>	<p>To be connected with others To learn tact, flexibility, self awareness and self control Support for creativity Contractual systems Less pressure to conform Interpersonal skills to affirm others Strategies to cope with potential psychological vulnerabilities</p>	<p>Not liked by teachers Viewed as rebellious Engaged in power struggle Creative Discipline problems Peers see them as entertaining Want to change them Don't view them as gifted Underestimate their success Want them to conform</p>	<p>Ask: In what ways is this child creative? Use domain specific, objective measures Focus on creative potential rather than achievement</p>	<p>Respect for their goals Tolerate higher levels of deviance Allow them to pursue interests (passions) Model appropriate behavior Family projects Communicate confidence in their abilities Affirm their strengths Recognize psychological vulnerability & intervene when necessary</p>	<p>Tolerance Reward new thinking Placement with appropriate teachers Direct & clear communication Give permission for feelings Domain specific training Allow nonconformity Mentorships Direct instruction in interpersonal skills Coach for deliberate practice</p>
The Underground	<p>Desire to belong socially Feel Unsure & Pressured Conflicted, Guilty & Insecure Unsure of their right to their emotions Diminished sense of self Ambivalent about achievement Internalize & personalize societal ambiguities & conflicts View some achievement behaviors as betrayal of their social group</p>	<p>Devalue, discount or deny talent Drops out of GT & advanced classes Rejects challenges Moves from one peer group to the next Not connected to the teacher or the class Unsure of direction</p>	<p>Freedom to make choices Conflicts to be made explicit Learn to code switch Gifted peer group network Support for abilities Role models who cross cultures Self understanding & acceptance An audience to listen to what they have to say (to be heard)</p>	<p>Viewed as leaders or unrecognized Seen as average & successful Perceived to be compliant Seen as quiet/shy Seen as unwilling to risk Viewed as resistant</p>	<p>Interviews Parent nominations Teacher nominations Be cautious with peer nominations Demonstrated performance Measures of creative potential Nonverbal measures of intelligence</p>	<p>Cultural Brokering Normalize their dissonance College & career planning Provide gifted role models Model lifelong learning Give freedom to make choices Normalize the experience Don't compare with siblings Provide cultural brokering Build multicultural appreciation</p>	<p>Frame the concepts as societal phenomena Welcoming learning environments Provide role models Help develop support groups Open discussions about class, racism, sexism Cultural Brokering Direct instruction of social skills Teach the hidden curriculum Provide college planning Discuss costs of success</p>

Type	Feelings & Attitudes	Behaviors	Needs	Adult/Peer Perceptions	Identification	Home Support	School Support
The At-Risk	<p>Resentful & Angry Depressed Reckless & Manipulative Poor self-concept Defensive Unrealistic expectations Unaccepted Resistive to authority Not motivated for teacher driven rewards A subgroup is antisocial</p>	<p>Creates crises and causes disruptions Thrill seeking Will work for the relationship Intermittent attendance Pursues outside interests Low academic achievement May be self-isolating Often creative Criticizes self & others Produces inconsistent work</p>	<p>Safety and structure An "alternative" environment An individualized program Confrontation and accountability Alternatives Professional Counseling Direction and short term goals</p>	<p>Adults may be angry with them Peers are judgmental Seen as troubled or irresponsible Seen as rebellious May be afraid of them May be afraid for them Adults feel powerless to help them</p>	<p>Individual IQ testing Achievement subtests Interviews Auditions Nonverbal measures of intelligence Parent nominations Teacher nominations</p>	<p>Seek counseling for family Avoid power struggles Involvement in extracurricular activities Assess for dangerous behavior Keep dialogue open Hold accountable Minimize punishments Communicate confidence in ability to overcome obstacles Preserve relationships</p>	<p>Don't lower expectations Diagnostic testing Non-traditional study skills In-depth Studies & Mentorships G.E.D. Academic coaching Home visits Promote resilience Discuss secondary options Aggressive advocacy</p>
Twice/Multi Exceptional	<p>Learned helplessness Intense frustration & anger Mood disorders Prone to discouragement Work to hang on Poor academic self-concept Don't see themselves as successful Poor academic self concept Don't know where to belong</p>	<p>Makes connections easily Demonstrates inconsistent work Seems average or below More similar to younger students in some aspects of social/emotional functioning May be disruptive or off-task Are good problem solvers Behavior problems Thinks conceptually Enjoys novelty & complexity Is disorganized Slow in information processing May not be able to cope with gifted peer group</p>	<p>Emphasis on strengths Coping strategies Skill development Monitoring for additional disorders - especially ADHD To learn to persevere Environment that develops strengths To learn to self-advocate</p>	<p>Requires too many modifications because of accommodation Seen as "weird" Underestimated for their potential Viewed as helpless Seen as not belonging in GT Perceived as requiring a great deal of structure Seen only for disability</p>	<p>Measure of current classroom functioning Achievement test scores Curriculum based assessment Examine performance over time Look for pattern of declining performance paired with evidence of superior ability Do not rely on IQ scatter analysis or test discrepancy analysis</p>	<p>Focus on strengths while accommodating disability Develop will to succeed Recognize & affirm gifted abilities Challenge in strength areas Provide risk-taking opportunities Assume college is a possibility Advocate at school Family involvement Nurture self-control Teach how to set & reach realistic goals</p>	<p>Challenge in area of strength is first priority Acceleration in area of strengths Accommodations for disability Ask, "what will it take for this child to succeed here?" Direct instruction in self-regulation strategies Give time to be with GT peers Teach self-advocacy Teach SMART goal setting</p>
Autonomous Learner	<p>Self-confident Self-accepting Hold incremental view of ability Optimistic Intrinsically motivated Ambitious & excited May not view academics as one of their highest priorities Willing to fail and learn from it Shows tolerance and respect for others</p>	<p>Appropriate social skills Works independently Set SMART goals Seek challenge Strongly self directed Follows strong areas of passion Good self-regulators Stands up for convictions Resilient A producer of knowledge Possesses understanding & acceptance of self</p>	<p>More support not less Advocacy for new directions & increasing independence Feedback about strengths & possibilities Facilitation of continuing growth Support for risk-taking On-going, facilitative relationships Become more adept at managing themselves A support team</p>	<p>Admired & Accepted Seen as capable & responsible by parents Positive influences Successful in diverse environments Psychologically healthy Positive peer relationships</p>	<p>Demonstrated performance Products Nominations Portfolios Interviews Standardized Test scores Awards</p>	<p>Advocate for child at school & in the community Provide opportunities related to passion areas Allow friends of all ages Remove time & space restrictions for learning Help them build a support team Include in parent's passions Include in family decision making Listen Stay out of their way</p>	<p>Allow development of long-term, integrated plan of study Remove time & space restrictions Develop multiple, related in-depth studies, including mentorships Wide variety of accelerated options Mentors & cultural brokers Waive traditional school policies & regulations Stay out of their way Help them cope with psychological costs of success</p>