

Shireland Collegiate Academy Trust Policy

Primary Policy

More Able and Talented

Committee and Date Approved	Trust Board – Autumn 2024
Category	Recommended
Next Review Date	Every three years unless change in legislation – Autumn 2027
Policy Availability	Trust Website
Officer Responsible	Primary Educational Lead

The Trust, all Academies within the Trust and Shireland Learning Limited must comply with this policy.

Contents

Rationale.....	3
Aim.....	3
Objectives	3
Definition.....	3
Identification.....	4
Characteristics to look out for:	4
Disadvantaged more able and talented pupils	5
Planning for Provision	5
Classroom Strategies	6
Monitoring.....	7

Rationale

At Shireland Collegiate Academy Trust, we believe in providing an education that challenges, motivates, and promotes independence for all. Our goal is to help pupils develop their skills and abilities intellectually, artistically, creatively, and physically. The curriculum and school organisation will allow each pupil to learn at a pace which is appropriate for them, with more able pupils given opportunities to study subjects in greater depth and breadth, and talented pupils to develop their aptitudes across a range of areas and subjects.

Aim

To ensure that all more able and talented pupils are challenged and supported to reach their full potential.

Objectives

- To ensure that all more able pupils throughout the school, including disadvantaged more able pupils, make at least good progress but often go further.
- Achieve ambitious outcomes for all more able pupils.
- Provide a curriculum that extends and enriches learning experiences for all.
- Offer challenging teaching that stretches and inspires.
- Accurately assess and track progress to support focused interventions.
- Nurture talents to help pupils become exceptional achievers.

Definition

The term '**More Able**' describes pupils who are working at a standard which is higher than the age-related expectations for their year group (or with the potential to develop those abilities) in one or more academic subjects, such as Mathematics, English, Science, and Humanities. Our approach encompasses those learners already achieving and attaining to the highest grades/levels/outcomes, along with those who may currently be underperforming or who have barriers to their learning. This includes:

- Learners who **demonstrate high levels of performance** in an academic area and reach the 'Greater Depth Standard';
- Learners who are more able **relative to their peers** in their own year group, class and school/college;
- Ability in all areas of the curriculum **or** in a specific subject/curriculum area.
- Learners who have the **potential or capacity** for high attainment.

'**Talented**' refers to those pupils with particular abilities in sport, music, computer science, design or creative and performing arts. It includes those with an innate ability, who present a natural, outstanding aptitude or competence for exceptional performance.

Identification

More Able and Talented pupils are a diverse group of pupils. It is important to encompass a range of methods for identification, looking beyond test results and teacher assessment. Criteria and factors to consider include:

- Nomination by self, staff, parents and peers.
- Teacher observation and assessment.
- Data and pupil tracking processes, including the use of formative and summative assessments, including standardised assessment. We identify and monitor pupils who are working at a 'higher age-related' standard (HARES) as part of pupil progress processes.
- Transition information- Information received from previous schools.
- School intake and context, including social and economic factors.
- Identification through classroom and extracurricular provision- observation in a range of contexts.
- Consideration of ability beyond core subjects/academic domain- such as those who demonstrate social or leadership skills or an aptitude for problem solving.

Identifying more able learners should include approaches to identify and support underrepresented groups and learners at risk of underachieving, including those with special educational needs and/or disabilities and those from disadvantaged backgrounds. It should also acknowledge that an individual learner may be highly able in one or several domains but not in others; for this reason, it is important to consider each subject or area of attainment separately.

Ultimately, the key is to focus on the opportunities provided for learners to reveal their abilities. The process is ongoing: provide – identify – provide.

Characteristics to look out for:

More able and talented pupils are more likely than most pupils to:

- Think quickly and accurately in a range of contexts.
- Work systematically and flexibly- processing unfamiliar information and applying knowledge, experience and insight.
- Generate creative solutions.
- Communicate their thoughts and ideas effectively.
- Show determination and diligence.
- Demonstrate high levels of attainment across subjects.
- Be outstanding leaders or team members.
- Be fascinated by, or passionate about, a particular subject or aspect of the curriculum within a particular subject; or
- Demonstrate a mastery depth of understanding within the curriculum objectives taught.

It is important to recognise that not all more and most able pupils are obvious achievers. Many 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 Trust the opportunity to excel.

At Shireland Collegiate Academy Trust, 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.

Disadvantaged more able and talented pupils

As with all pupils, the Trust is committed to ensuring that most able children are fully challenged and achieve their potential through quality first teaching. Due to the allocation of additional funding and the accountability this brings, the Trust will ensure that disadvantaged most able pupils are provided with opportunities to not only access and embrace the curriculum but to experience learning and life skills that will develop their whole being as a child. Experiences can include additional sports, music, Arts or simply new experiences that may not be available to help them because of financial constraints or difficulty. Our aim is to help our children grow existing talents and help them identify new ones. These opportunities can be provided in and/or outside of school hours.

Planning for Provision

We aim across school to:

- Provide a broad and balanced curriculum that embeds opportunities for more able and talented pupils to deepen and extend learning.
- Create an ethos celebrating excellence and achievement.
- Encourage independent learning.
- Use technology to extend and enhance learning opportunities within school and at home.
- Provide many opportunities and encourage pupils to participate in out of the classroom extension and enrichment activities such as inter-trust competitions and enrichment activities or 'Focus days' which offer pupils more challenge and responsibility.
- Provide rich and varied after-school clubs to extend the curriculum further.
- Support the effective transition of more and most able 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 and providing resources and opportunities at home.

For those pupils who are talented in the Performing Arts they will be able to attend HEN sessions with the Birmingham Hippodrome, make links with CBSO through the Shireland CBSO Academy many other opportunities such as work with artists, choirs and music bands. In sports our relationship with the Birmingham Rockets enables quick identification of potential and a range of opportunities provided.

We will also have access to subject specialists and facilities such as Design and Technology, PE, Computer Science, Mathematics etc. from the founder Secondary Academy to meet the needs of more able pupils.

Classroom Strategies

Embedding a climate and culture of challenge and high expectations in each classroom is likely to raise both expectations and attainment across the board. As with all groups of learners, it is important to have a clear focus on provision and outcomes for more able learners, to ensure these young people have their needs identified and met effectively. We provide teachers with professional development to include effective provision for more able pupils.

Challenge for the more able means:

- Providing a curriculum designed to allow more able learners challenging and enriching learning opportunities.
- Teaching with planned opportunities for depth, breadth and pace in learning.
- Ensure that teachers' planning takes account of the pupils' prior learning to avoid repetition and provide stretching curricular targets
- Use flexible grouping to allow more able pupils to work with peers of similar abilities, including opportunities to work with older pupils of similar ability.
- Provide specific input and modelling for more able pupils that is adapted for their needs and ability.
- Provide problem solving and investigation activities to develop reasoning, questioning and thinking skills.
- Adaptation and provision of resources to challenge to meet the needs of more able pupils. Accelerate learning where appropriate to more challenging content.
- Encourage all children to become independent, self-directed learners and discerning questioners.
- Use technology to offer more personalised and challenging learning experiences.

Monitoring

- All teachers are involved in identifying and assessing more able pupils. This forms part of pupil progress meetings with SLT. We identify and monitor pupils who are working at a 'higher age-related' standard (HARES) as part of pupil progress processes.
- Additional monitoring by the Assessment Lead and subject leads who are jointly responsible for monitoring this policy, the provision throughout the school and the outcomes in their subject.
- Regular analysis of test results and lesson observations.
- Lesson visits / SIP visits and review of work across the curriculum will quality assure provision for more able pupils in our Trust.