

## SANDYE PLACE ACADEMY More Able and Talented Policy

### Statement Document History

Issue	Date	Comment
1.0	June 2015	Ratified by Board of Trustees
1.1	July 2018	Ratified by Board of Trustees

### **INTRODUCTION:**

#### **Definitions (as defined by the DFE )**

**More able and Talented pupils** are those who have one or more abilities developed to a level significantly ahead of their year group (or with the potential to develop these abilities).

**MORE ABLE learners** are those who have abilities in academic subjects such as English and Maths

**TALENTED learners** are those who have abilities in Sport, Music, Design or Creative & Performing Arts

**In addition** other skills such as leadership, decision making and critical / creative thinking are taken into account when identifying More able & Talented learners.

The target group for the DfE More able and talented children programme are the most able 10% of pupils in national terms. However, the traditional concept of 'More able and Talented' in educational psychology terms is restricted to a much smaller percentage of pupils - possibly as low as 1 or 2%.

**The following criteria can be used to distinguish between the bright/able pupil and the truly More able or talented pupil:**

<b>Able Pupil:</b>	<b>More able and talented Pupil:</b>
Is interested	Is highly curious
Usually has good ideas	Always has good ideas and sometimes lateral ideas which may appear at first to be silly
Knows most of the answers	Knows most of the answers and starts to asks questions
Answers questions appropriately	Answers questions but then tends to elaborate
Needs several repetitions for mastery of a skill	Needs only one or two repetitions for mastery
Understands ideas	Constructs abstractions

Enjoys peer company	Prefers company of adults
Grasps meanings	Draws inferences
Copies accurately	Creates original work and designs
Technician/operator	Creator/Inventor
Absorbs information	Manipulates information
Good at memorising	Good at memorising and making informed guesses
Makes observations when shown how	Is keenly observant
Pleased with own work	Highly self critical and sets exceedingly high standards.
Enjoys straightforward sequential problems	Thrives on complexity.

**At Sandye Place Academy our policy is to:**

"Encourage all pupils to reach their true potential and eventually become independent learners who value learning with and from others, i.e. have a positive attitude to life-long learning and who can show initiative."

In order to achieve this aim the true nature and potential of a More able or talented child needs to be identified before appropriate provision can be made.

For identification and support purposes –

**More able** pupils can be identified as being at least four sub levels ahead of their peers OR those identified as having potential via CAT and PIMS testing.

**Talented** pupils will be identified from the following groups –

- Any pupil who attends a high level dance class/ group outside of school hours.
- Pupils who attend extra- curricular clubs and are selected to set more challenging routines for the MAT.
- Pupils who are selected for solos/ duets in the dance productions.
- Pupils who represent the town, county or Academy in sports teams.
- Pupils who are part of the Academy choir or an external choir / orchestra

**More Able and Talented pupils can be grouped as follows:**

**Broadly More able** – excelling in all they do and enjoying their success in Academic / Theory based subjects - easy to identify.

**Talented** – possessing a particular ability in creative, expressive or sporting subjects – relatively easy to identify as they also tend to be academically able and successful. For instance these pupils may be representing the school in Drama / Dance performances, Sports teams at district or county level, selected

for external drama auditions, attend sporting school of excellence, be part of an orchestra or choir outside of school etc.

**However, not all More able and talented are easily identified and can also be categorised as follows:**

**More able but rebellious** – possess a range of behavioural problems which manifest themselves in disruptive behaviour and under-achievement – often incorrectly identified as purely disruptive and/or low ability.

**Creatively More able** – deep thinkers who are often unpopular with their peers due to a perceived lack of social skills and 'things in common' - often incorrectly identified as disruptive.

**Concealed More able** – under-achievers who do not want to be different to their peers and so they merge into their peer group – often incorrectly identified as underachievers or simply less able.

Both environmental and hereditary factors influence the expression of high ability and achievement. With real parental and school backing most children will grow in self-confidence and will aspire to achieve their innate potential.

**AIMS:**

**Sandye Place Academy aims to:**

- support the abilities, personal qualities and talents of ALL children.
- ensure that all children receive an education appropriate to their abilities.
- provide teaching which makes learning challenging and enjoyable, and which provides a high level of thinking and questioning skills.
- ensure that individual department policies include a focus on the needs of More able and talented children.
- develop effective department-wide strategies to identify, educate and support the More able and talented so as to nurture their capacity for unrestricted learning and creative thought (differentiation by design).
- ensure these methods are taken up, adapted and used in every department.
- train staff in aspects of identification of and provision for More able and Talented children.
- compile a More able & Talented list annually in the Autumn Term and review in the Spring Term - enter this on SIMS.
- Provide extra curricular opportunities for More able and talented children.
- Support more able and talented pupils regardless of financial constraints, supporting via Pupil Premium where applicable.

**The role of the Teacher:**

All staff must be involved and committed to an agreed action plan to improve the provision for More able and talented children – above all, teaching staff must support each other and in turn be supported by the Leadership Team.

**The role of all staff :**

- Assist in the identification and referral of children who are More able and talented and who need support.
- Assess personal development needs in relation to their professional development.
- Participate in making teaching more effective in terms of subject content and mode of delivery and thereby enhance pupils' learning.
- Assist in the successful implementation of the Policy for all More able and talented pupils.
- Facilitate learning using a variety of meaningful activities which involve pupils in the learning process.
- Help the pupil make sense and interpret information and events in order to process the experience, and create knowledge.
- Set clear goals and communicate them to all pupils at the beginning of the lesson.
- Develop activities which allow for reflection, application and future use of learning.
- Provide the necessary structures that facilitate learning.
- Encourage the pupils to assist in displaying their own work.
- Integrate previous class learning experiences to allow pupils to draw together and make sense of present learning.

Ensure that More able and talented children have access to the Curriculum by providing a situation in which each pupil's exposure to content and skills matches his/her rate of learning, and alternative differentiated materials and learning

*A. Lawson*