



## **Southend High School for Boys**

### **Policy for Pupils Recognised as More Able and/or Talented**

#### **Beliefs and Values**

At Southend High School for Boys we believe that all pupils are entitled to an education that will enable them to develop their full potential, be that intellectual, physical, aesthetic, creative, emotional, spiritual or social. We also believe that pupils should also be able to live and develop as well-adjusted, autonomous and valued members of society.

All pupils have particular and individual needs, which must be met if these goals are to be achieved. Therefore it is important that, as far as possible, the education of every pupil should be individually planned.

Southend High School for Boys is committed to providing a sufficiently challenging curriculum for all its pupils (as outlined in the Equal Opportunities policy). In addition we will provide opportunities to identify and in turn nurture those who are 'more able and/or talented' and their exceptional talents and abilities. It is the responsibility of all staff to address the needs of all pupils, including those who are more able and talented.

All pupils have an entitlement to the following:

- Staff commitment to develop their full potential at all times
- A broad, balanced and appropriate curriculum
- Lessons that stimulate, interest, challenge, inform, excite and encourage through partnership and dialogue with teachers and other pupils and through active participation in the lesson
- Skilled, well-prepared and informed teachers who have a perspective and understanding of whole school needs, problems and policies, especially those which concern issues relating to those pupils identified as more able and/or talented
- An entitlement beyond subject teaching, including preparation for adult life and preparation for the world of work.

#### **Definition**

The Department for Education uses the term 'more able and talented' to describe those pupils whose achievements significantly exceed levels for their age group and so need more challenging learning opportunities and experiences. 'More able' is mainly used to refer to academic subjects and 'talented' is used in relation to the more practical subjects.

## **Identification**

As a school, we identify more able and talented pupils using a variety of identification methods:

- National Curriculum assessments – KS2, KS3, GCSE
- Teacher assessments
- Assessments made through other organisations, for example music services
- Teacher recommendations/observations
- Scrutiny of work done by pupils
- Parental recommendation

There needs to be flexibility with identification as some pupils underachieve for varying factors and some pupils may 'bloom' at a later stage.

**Underachieving more able and talented pupils** are those pupils who are not achieving the high academic standards their abilities or other indicators, such as KS2 results, would suggest. This may be because the previous high standard demonstrated by the pupil has not been maintained or because there is a general underachievement, perhaps due to lack of motivation, where otherwise high standards might be expected. In the latter case it may be that such pupils have not been identified as more able and talented pupils at all. Teachers should be aware that this may happen and develop strategies so that such pupils reach their full potential academically.

Teachers also identify, and address the individual learning needs of, those pupils who are **exceptionally able** in specific subject areas. These are pupils who are regarded as being in the top 2% of the nation or "off the scale" in an academic sense. They are intellectually independent and may be identified as more able and talented in a number of subjects. Provision for such pupils may include acceleration of GCSE and A level exams, Oxbridge entrance, MENSA application, additional qualifications, release for external opportunities, such as sporting excellence programmes or further study courses, etc., university essay competitions, Physics Olympiad, Biology Olympiad, county and national competitions, etc.

## **The More Able and Talented Register**

The purpose of the register is to:

- keep staff informed in order to cater for the more able and talented
- check the impact of teaching and learning on pupil progress
- help set appropriate targets which impact on levels of achievement.

The register will be updated on an annual basis in each spring term.

## **Arrangements for Coordinating Provision**

- The appointment of a named individual to co-ordinate the school's response to meeting the needs of more able and/or talented pupils
- The appointment of MA&T co-ordinators to each department
- Termly MA&T department co-ordinator meetings
- All schemes of work are planned by subject leaders to include specific enrichment material and ideas on a module by module basis

- An awareness amongst all staff of their role in the identification of more able and/or talented pupils based on subject specific criteria and the need to make the curriculum sufficiently challenging
- The establishment of a register of more able and/or talented pupils which is published to all curriculum and pastoral areas
- Continuing professional development for staff that addresses the provision for more able and/or talented pupils
- The effective assessment of pupils' potential and performance
- The regular monitoring and reporting, to the MA&T coordinator, of individual pupil performance
- An audit of enrichment and extension opportunities provided by the wider extra-curricular programmes, led by the MA&T coordinator
- The active encouragement of pupils to enter local and national events, including residential courses and competitions
- The provision of discrete pastoral care (where required) on an individual basis
- The provision of mentoring where appropriate
- Opportunities for more able and/or talented pupils to work together
- Recognition, celebration and rewarding achievement of all pupils
- Close liaison with external support agencies and the home
- Mechanisms to identify, monitor and address underachievement.

### **The Involvement of Parents**

Parents will be notified when a pupil is placed on the register and given information on appropriate extension opportunities. They will also receive regular pupil assessment information including information on any underperformance. Information will also be made available regarding supporting and challenging the pupil at home, eg the year 7 Challenge information evening for parents. The Home School Agreement encourages parents to support pupils "in homework and other opportunities for independent and extended learning" and "to make every effort to attend parent/staff consultation and challenge evenings."

### **The Involvement of Pupils**

Pupils will be encouraged to achieve their full potential, both in the curriculum and in extra-curricular activities. Pupils are also encouraged to reflect on their studies and progress, eg by reflecting and commenting on their school reports. The Home School Agreement encourages pupils to "achieve their full potential in all areas" and to "accept and find opportunities to improve" their standard of work.

### **Responsibilities**

#### **Teachers**

All teachers are expected to cater for the differing needs of pupils in their classes as outlined in the school's Teaching and Learning Policy. Teachers are expected to employ specific methods to challenge the more able pupil, the exceptionally able pupil and the underachieving pupil in the classroom. For guidance, please see appendix 1. Appendix 2 outlines strategies for teachers should issues arise regarding learning with the more able pupil.

## **Pastoral Leaders**

- To track pupils' performance and discuss with subject leaders the levels of challenge and standards achieved
- To ensure effective mentoring programmes are in place where appropriate
- To liaise with the SENCO and More Able and Talented Coordinator regarding ISPs for pupils of exceptional ability.

## **Subject Leaders**

- To identify pupils according to agreed methods with their departments
- To ensure schemes of work contain enrichment/extension material for identified pupils
- To ensure that teachers have access to the MA&T register
- To ensure provision is outlined in the department handbook
- To monitor levels of challenge, standards achieved and underachievement.

## **MA&T Coordinator**

- To review the MA&T register with the involvement of middle leaders on an annual basis
- To prepare courses of action for pupils who are identified as able in many areas (by agreement with senior leadership)
- To increase colleagues' awareness of the needs of pupils with outstanding gifts and talents
- To ensure appropriate training opportunities are provided
- To map extra-curricular activities to determine provision for enrichment and extension
- To monitor the provision for more able and/or talented pupils
- To evaluate the progress made by pupils and provision generally on an annual basis
- To monitor the underachievement of more able and/or talented pupils
- To work with others involved in supporting pupils in their learning such as pastoral leaders, learning mentors
- To remain updated on national developments and to advise according to developments and key issues

## **Senior Leaders**

All senior leaders must:

- Support teachers in the delivery of the More Able & Talented Policy
- Monitor more able and talented provision in those departments they line manage.

## **Deputy Head (Teaching and Learning)**

- To monitor schemes of work
- To oversee the work of the MA&T coordinator
- To include items concerning provision for more able and/or talented pupils on meeting agendas, for example the middle leaders and core leaders
- To include in the School Improvement Plan areas for the development of more able and talented provision
- To advise where necessary upon developments in the field
- To encourage staff to set challenging Performance Management targets for the benefit of all pupils
- To report on provision to governors.

## **Review**

This policy is a working document and therefore is open to change and restructuring as and when the need arises. To be reviewed by governors: October 2017

**Approved by Governors October 2015 (amended January 2016)**

## **Recommended teaching methods to challenge the more able**

- Open questioning
- Problem solving
- Creative thinking
- Higher order thinking, for example the use of Bloom's taxonomy
- High expectation through difficult resources
- Enquiry
- Extension activities
- Accelerate the pace of learning
- Add breadth (for example a broader range of texts and tasks)
- Give depth (for example more detail and complexity)
- Variation of teaching styles
- Balance between structure and independence
- Self evaluation/ reflection
- Assessment for learning
- Risk taking
- Use targets and goals based on prior attainment
- Encourage students to ask their own questions, to take decisions and to collaborate in their thinking
- Celebrate the excitement of excellence
- The use of objectives (see following points)

### *Ways of using objectives for acceleration and enrichment:*

- Cluster objectives: able pupils can cope with more complex tasks which involve the orchestration of combinations of objectives
- Apply objectives in different contexts: pupils' skills and understanding can be developed through addressing objectives in new and challenging contexts
- Increase the level of challenge: develop higher order skills such as analysis and synthesis through activities demanding greater subtlety, complexity or abstraction.
- Choose and use objectives from later years: where there is a clear 'strand' of progression, objectives from subsequent years can be used to accelerate progress
- Select extension objectives: able pupils might benefit from engaging with extension objectives which go beyond the usual expectations for that phase
- Negotiate objectives: involve able pupils in deciding which objectives to address in order to develop higher order skills and independence.
- Using ICT, eg for research.

**Strategies to help with particular learning challenges**

<b>Starters CHALLENGES</b>	<b>STRATEGIES</b>
Avoiding repetition or re-learning	<ul style="list-style-type: none"> <li>• Expect pupils to articulate rules or patterns to clarify understanding</li> <li>• Use differentiated examples</li> <li>• Plan for consolidation and confirmation rather than repetition</li> <li>• Use the pace as a new challenge</li> <li>• Look for new contexts in which to practise skills</li> <li>• Select pupils to set the starter activity</li> <li>• Address the same objective through tasks at varying levels</li> </ul>
Providing sufficient differentiation in such a short time	<ul style="list-style-type: none"> <li>• Set investigations across a sequence of lessons</li> <li>• Use pair/ small group work</li> <li>• Have tasks which make use of higher order thinking skills</li> <li>• Use differentiated or open ended questioning</li> <li>• Make a statement and ask for it to be justified</li> <li>• Use the follow up question – ‘what makes you think that?’</li> </ul>
Offering appropriate challenges	<ul style="list-style-type: none"> <li>• Have ability pairings/ groupings at times</li> <li>• Build an incline of challenge with stepped tasks</li> <li>• Ask abler pupils to articulate the skills involved in completing particular tasks</li> </ul>
<b>Introduction CHALLENGES</b>	<b>STRATEGIES</b>
Providing an appropriate level of stimulus and challenge for the most able without losing the majority	<ul style="list-style-type: none"> <li>• Use differentiated questions</li> <li>• Differentiate expectations</li> <li>• Prepare questions targeted on particular pupils which reflect their needs and personalities</li> <li>• Prime able pupils for contributions which extend the experience of all</li> </ul>
Involving able pupils in whole class interactive discussion although they may not wish to contribute or might dominate	<ul style="list-style-type: none"> <li>• Be aware of reasons for reluctance and avoid over exposure of able pupils</li> <li>• Direct questions to individuals</li> <li>• Use response partners</li> <li>• Allocate scribing</li> <li>• Expect able pupils to articulate what has been learned</li> </ul>

Using modelling productively in relation to the needs of able pupils	<ul style="list-style-type: none"> <li>• Give an oral commentary with the more able in mind</li> <li>• Involve pupils in modelling if appropriate</li> <li>• Ask able pupils to articulate explanations and principles</li> <li>• Use modelling to build the confidence of able pupils</li> <li>• Model problem solving at different levels</li> <li>• Model only that which abler pupils need to know</li> </ul>
<b>Development CHALLENGES</b>	<b>STRATEGIES</b>
Ensuring that grouping maximises learning opportunities	<ul style="list-style-type: none"> <li>• Create task specific groups</li> <li>• Vary group membership</li> <li>• Ensure that there are times when the ablest pupils work together</li> <li>• Ensure that able pupils have the opportunity to follow and to lead</li> <li>• Give able pupils roles in group work that reflect their abilities</li> </ul>
Negotiating learning	<ul style="list-style-type: none"> <li>• Promote self evaluation and self target setting</li> <li>• Encourage pupils to set questions, not just to provide answers</li> <li>• Negotiate over styles of response and criteria for evaluation</li> <li>• Decide together on the objectives to be addressed by able pupils</li> <li>• Discuss possibilities of varying presentation</li> </ul>
Developing the skills of able pupils through working with others of differing abilities	<ul style="list-style-type: none"> <li>• Allocate challenging roles in group work, e.g. chair</li> <li>• Peer editing/ marking</li> <li>• Help able pupils to contribute to the success of others as well as their own</li> </ul>
Maintaining the optimum pace for learning	<ul style="list-style-type: none"> <li>• Give all learning a time frame, but match timing to potential</li> <li>• Offer challenging tasks</li> <li>• Expect different rather than just more</li> <li>• Differentiate objectives</li> <li>• Explore possibilities for acceleration</li> </ul>
Planning activities which extend learning in breadth and depth	<ul style="list-style-type: none"> <li>• Compact the task</li> <li>• Give a limited focus to promote depth</li> <li>• Plan to engage with higher order learning skills</li> </ul>
<b>Plenary CHALLENGES</b>	<b>STRATEGIES</b>
Involving able pupils without diminishing the achievements of others or inviting peer group resentment	<ul style="list-style-type: none"> <li>• Expect able pupils to offer explanation, not just presentation</li> <li>• Exploit the possibilities of presenting in role and reporting back</li> <li>• Encourage able pupils to take notes for feedback</li> <li>• Allow able pupils a different timescale for feedback, e.g. via OHP or ICT at the end of the week</li> </ul>

	<ul style="list-style-type: none"> <li>• Be aware of the attitudes of other pupils</li> </ul>
Engaging with able pupils' level of understanding	<ul style="list-style-type: none"> <li>• Focus on the articulation of what has been learnt, using appropriate terminology</li> <li>• Tackle demanding objectives</li> <li>• Build understanding of the big concepts</li> <li>• Offer the inspiration that can come from meeting older pupils who are more able and talented</li> </ul>
<b>Independent work CHALLENGES</b>	<b>STRATEGIES</b>
Marking for maximum progress	<ul style="list-style-type: none"> <li>• Marking should be formative, not just celebratory, and should be focused on specific criteria</li> <li>• Share differentiated success criteria in advance</li> <li>• Vary styles of response and avoid excessive pressure</li> <li>• Encourage self checking based on prompt sheets for self analysis</li> </ul>
Using homework well	<ul style="list-style-type: none"> <li>• Foster originality, independence and initiative</li> <li>• Set investigative, research based tasks</li> <li>• Monitor independent reading round the subject</li> <li>• Make time for individual feedback</li> </ul>

Taken from guidance published by The National Strategy