



Farley Hill Primary School

More Able, Exceptionally Able and Talented Policy

Responsibility of	Curriculum Committee
Date of Policy	November 2024
Date of Review	November 2025 (if any changes necessary)

Rational:

We believe that all children are entitled to an education that will enable them to develop to their full potential, be that intellectual, physical, aesthetic, creative, emotional, spiritual or social. We are committed to providing a stimulating and suitably challenging curriculum for all our students, in the pursuit of the highest academic and pastoral achievements. We foster a lifelong love of learning and equip everyone with the confidence and skills for an ever-changing world.

All students have individual needs, which puts personalised learning at the heart of our teaching and learning. All pupils should be given the opportunity to access an optimal breadth and depth of learning; as such, we also provide a wide range of extra-curricular activities and opportunities to develop specific skills and talents. Educational visits and visitors are also planned into the school curriculum to further enrich their learning experiences.

Aims

We aim to:

- give opportunities in all curriculum areas to develop every pupils' talents, creativity and reasoning skills.
- promote the identification of More Able, Exceptionally Able and Talented pupils, using a variety of assessment methods, discussion and nomination.
- provide a broad, rich and challenging curriculum in which More Able, Exceptionally Able and Talented pupils can achieve their best
- provide out of class enrichment activities and opportunities for those students identified as able.
- recognise and celebrate achievements.
- create an ethos where pupils can have and achieve the highest aspirations.
- provide a wide range of extra-curricular activities and clubs.
- work in partnership with home and the community.

Definition:

There is a range of terminology used to describe this group of children including:

Following the NACE criteria Farley Hill Primary School focuses on the following definitions:

More Able:

These are learners who have the potential or capacity for high attainment and who demonstrates high levels of performance in an academic area. They are also learners who are more able relative to their peers in their own year group in all areas of the curriculum or in a specific subject/curriculum area – including the arts and physical activities.

Note: higher attainment is outcome driven and, in this instance, learners would be purely identified on their performance.

Exceptionally Able:

The abilities and needs of the exceptionally able *exceed* those of the more able.

They demonstrate abilities and needs beyond their peers in their own school and in comparison, to other schools. Their needs go beyond those of learners already deemed to require opportunities for enrichment and extension in the normal curriculum – they will demonstrate high abstract reasoning ability and complexity of thinking.

Note: the term 'gifted' is often considered elitist and can be very emotive, hence it is now generally replaced with 'exceptionally able'.

Talented:

This term often refers to learners with particular abilities in sport, music, design or creative and performing arts. It included children who were considered to have an innate ability, who present a natural, outstanding aptitude or competence for exceptional performance.

Note: recently most schools do not distinguish between 'more able' and 'talented'

In comparison with their peers, when engaged in their area of expertise, More Able, Exceptionally Able and Talented children 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.

Note:

The definition is relational. Being 'more able' and 'talented' in one school is not necessarily a matter of possessing an objective quality which would mark a pupil as being exceptionally able and/ or talented in another school. The specific figures should not be set in stone, especially where age cohorts are small and can vary significantly from year to year.

Identification:

In order to identify our More Able, Exceptionally Able and Talented pupils we have adopted a variety of methods, including:

- Tests scores and achievement

Although we realise the limitations of testing as an accurate indicator of ability it may not pick up children who are under-achieving or who lack motivation. Previous high attainers will be monitored to understand what is impacting their achievements.

- Evidence from pupil work or performance.

This may include work that has been completed out of class (during lunchtime or after-school clubs) or at home: some pupils produce their best work away from the distraction of the classroom – though suitable safeguards need to be taken to ensure that it is actually the pupil's work that is presented.

- Observation by teaching staff, classroom teaching assistants, club leaders, etc.
- Parents are encouraged to nominate children for inclusion on the "talented" register.
- External partners who work with our children.
- Learners whose contributions, responses and learning behaviour suggest they are more able, although this may not be reflected in their written work or assessments. This may be because of exceptional need or special educational need.

What provision is available for children who are MA, EA &T?

- varied and flexible grouping within a class/year group
- differentiation and challenge/extension in lessons
- match texts and tasks to pupils' abilities through negotiation based on high expectations
- set investigative, research-based tasks
- key question based learning
- ensure an environment is created where critical thinking can blossom
- teaching of thinking and problem solving skills
- asking higher order questions which encourage investigation and enquiry
- statements given and asked to be justified by more able students; reasoning focus
- involve pupils in modelling and articulating explanations
- children become 'experts' in subjects they excel in
- withdrawing able children for higher level work within small groups

- setting clear and challenging targets through Assessment for Learning approaches, including Steps to Success
- peer and self-evaluation
- an increasing range of extra-curricular activities
- increasing opportunities for artistic, musical, dramatic and sporting development
- visits from experts
- visits to and links with other schools for example STEM, authors, Science lessons in Secondary School
- competitions
- special days/events/weeks, for example arts week, science day, maths and art day, careers week
- older children buddying younger ones for example in reading,

Responsibilities:

The Head Teacher will be responsible for:

- overall policy setting
- the depth and breadth of the curriculum
- supporting and monitoring curriculum planning which ensures differentiation for the more able
- monitoring the quality of teaching and learning for all children including the more able
- reviewing the policy with the lead teacher annually

The Curriculum Lead and team will be responsible for:

- compiling and maintaining an up-to-date register of all children identified as being MA, EA &T
- ensuring appropriate provision for all children on the register
- developing and sharing expertise in this area for all teaching and support staff through Staff Meetings or INSET
- ensuring the transfer of relevant information to all teaching and support staff working with children on the register
- implementation and monitoring of the policy
- whole school assessment and monitoring of children on the register

Subject Leaders will be responsible for:

- sharing suitable strategies for extending the most able in their subject
- purchasing and disseminating appropriate resources
- assisting colleagues with differentiated planning
- collecting examples of exceptional work
- monitoring the provision for the most able in their subject through planning and learning walks
- Analysing the data of the MA, EA &T in their subject

The Class Teacher will be responsible for:

- identifying the more able in their class
- setting appropriate targets for the more able in their class through ALL strategies, including Steps to Success
- ensuring appropriate provision through differentiated planning and challenge/extension
- using appropriate resources to challenge the more able
- reporting to parents/carers on the progress of the more able
- reporting to subject leaders and the MA, EA &T lead on the progress of the more able

Resources

Many resources are available to all teachers to provide stretch and challenge in lessons.

Links with other school policies and documents:

- School Improvement Plan
- Teaching and Learning Policy
- Subject Action Plans and Policies
- Assessment Policy
- Medium and short-term plans
- Individual Education Plans

Assessment

The progress of the most able children will be monitored through ongoing teacher assessment and used to inform provision planning. Subject leaders are responsible for the monitoring of the teaching and learning of their subject and reporting to the Head teacher. The MA, EA & T coordinator will oversee and track the progress of the most able children and feedback to SLT.

Monitoring

MA, EA and T pupils are monitored regularly through class work and book looks, learning walks, interviews and termly assessments.

Health and Safety

All trips and visitors are risk assessed. Safety is the direct responsibility of the class teacher.

Equal Opportunities

All aspects of every subject will be accessible to all children, irrespective of their ethnic background, gender, disability, religious or linguistic background.

Children with Special Education Needs and Disabilities will have full access to the curriculum.

Appendix

Characteristics to help in identifying more able learners:

More able learners may display a selection of the following characteristics:

- Curious and responsive to new ideas
- Quick thinkers
- High self-motivation; work well independently
- Use initiative
- Show strong leadership qualities
- Good/unusual sense of humour
- Socially adept
- Sensitive/sensitivity and empathy with others
- Socially immature/isolated; prefer computers to people

Learning:

- Learn new ideas and concepts quickly/easily
- Good at reasoning/logical/analytical thinking
- Good at dealing with abstractions/abstract thinking
- See relationships between things
- Good at understanding things/meanings; show unusual insights
- Able to memorise quickly/easily
- Follow complex directions easily
- Good powers of observation
- Advanced vocabulary/verbally fluent
- Learned to read early, rapid readers
- Good attention; concentrate and persevere for long periods if interested

Learning styles:

- Dislike repetition of concepts and closed tasks; get bored easily
- Informed/show interest in ideas and concepts beyond their years
- Creative/imaginative; original ideas in problem-solving; may be artistic/musical
- Inclined to choose unusual but effective methods of working, perhaps using a different line of logic
- Many interests/hobbies; read across a wide range of subjects
- Prefer verbal expression; reluctant to record things in writing
- Perfectionists; may be obsessive

Definition Of Exceptionally Able Children:

Exceptionally able children are likely to show some of the following characteristics, however, it is important to remember that every child is an individual and so will have their own particular strengths, talents and weaknesses. It is also important to note that students with exceptional ability will not always achieve highly in the classroom environment.

- Keen powers of observation
- Have learned to read early (often well before school age)
- Reads rapidly and widely
- Well-developed vocabulary – takes a delight in using new and unusual words
- Has great intellectual curiosity
- Absorbs information rapidly – often described as being like sponges
- Very good memory – can recall information in different circumstances
- Has the ability to concentrate deeply for prolonged periods
- Very good powers of reasoning and problem solving
- Has intense interests
- Possesses unusual imagination
- Has a great interest in ‘big questions’ e.g. the nature of the universe, the problem of suffering in the world, environmental issues
- Very sensitive – perhaps becoming upset easily
- Very aware of rights and wrongs, concerned about injustices.

A reasonable definition for an exceptionally able child is one who shows exceptional ability in one or more areas such as mathematical, verbal, spatial awareness, musical or artistic ability.

This list is not exhaustive but gives important general indicators which are going to help us identify our More Able, Exceptionally Able and Talented children. The children may exhibit some of the following characteristics