## Policy For More Able Pupils

<table>
<thead>
<tr>
<th>Knaphill Federation of Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Policy:</strong> More able pupils</td>
</tr>
<tr>
<td><strong>Governors’ Committee Responsible:</strong> Children and Learning</td>
</tr>
<tr>
<td><strong>Policy Originator:</strong> M Sebo</td>
</tr>
<tr>
<td><strong>Status:</strong> Non Statutory</td>
</tr>
<tr>
<td>Highly Recommended</td>
</tr>
</tbody>
</table>

Highly Recommended
Knaphill School
POLICY FOR MORE ABLE PUPILS

All pupils at Knaphill School are entitled to a broad and balanced curriculum. The National Curriculum is the starting point from which we plan effective learning opportunities for all our pupils, modifying them as necessary to provide all pupils with relevant and appropriately challenging work. We provide a curriculum that is stimulating and challenging. Teachers in our school plan carefully to meet the learning needs of all our pupils.

INTRODUCTION

This policy was updated in 2016, in line with:
- The National Curriculum in England Sept 2013
- The Education Act 2011;
- advice from the National Association for Gifted Pupils (2011);
- Advice and Action Research from B&NES Local Authority and the Diocese of Bath & Wells
- the Equality Act 2010;
- the Schools White Paper 2010 – ‘the Importance of Teaching’;
- the Handbook for Leading Teachers for Gifted and Talented Education’ (2008);
- the Government White Paper ‘Higher Standards for All’ (2005);
- the Pupils Act (2004);
- the National Framework for Change for Pupils, as set out in ‘Every Child Matters: Change for Pupils’ (2004);
- Howard Gardner’s research into multiple intelligences;
- ‘Teaching Thinking Skills across the Primary Curriculum (Belle Wallace).

RATIONALE

At Knaphill Federation of Schools ' We ensure that every child receives the best education and achieves their full potential in an engaging, stimulating and inclusive environment'.

Our School is committed to meeting the requirement set out in National Curriculum September 2013 “Teachers should set high expectations for every pupil. They should plan stretching work for pupils whose attainment is significantly above the expected standard”.

Our school is committed to ensuring that all its pupils are given every support to achieve the five outcomes of “being healthy”, “staying safe”, “enjoying and achieving”, “making a positive contribution”, and “achieving economic well-being” as adults. (“Every Child Matters: Change for Pupils.”)

We strive to identify value and celebrate all the gifts, talents, skills and abilities of our pupils, and to help them realise their full potential as confident, independent and enthusiastic learners.

We aspire to meet the stipulations set out in the 2005 White Paper ‘Higher Standards for All’, that provision for gifted and talented pupils is most effective when it:
- is treated as a whole-class issue;
- promotes inclusion and equal opportunities;
- focuses on achievement, not just attainment;
- includes personalised learning opportunities;
- promotes thinking and deep learning;
- encourages independence and self-assessment;
- offers extension in depth and enrichment in breadth;
- is monitored effectively;
- celebrates the excitement of excellence
Aims and Objectives

Purpose

• To enable all pupils to achieve their full potential and achievement.
• To raise standards of attainment.
• To ensure the quality of teaching and learning is at least good.
• To ensure the National Curriculum programmes of study are delivered in an enquiry based manner.
• To celebrate success in all areas of learning.
• To ensure that we adopt a consistent approach to identifying the needs of our pupils.
• To encourage pupils to celebrate the successes of other pupils.
• To ensure that we provide challenges and extend the pupils through the work that we set them.
• To encourage pupils to think and work independently.

OBJECTIVES

We will achieve our aims through:

• Encouraging all pupils to develop higher order thinking skills and at the same time provide opportunities for able/exceptionally able pupils to work at their own level and pace, thus realising their potential;
• Providing a working definition of the terms ‘more able’, ‘skilled’ ‘gifted’ and ‘talented’ and that can be applied to pupils demonstrating specific characteristics and achievements in all aspects of the curriculum;
• Providing a curriculum that is full and varied, with opportunities to learn in different ways, and to demonstrate and develop individual abilities, gifts, talents and skills;
• Formally identifying our more able and gifted and talented pupils through our teachers’ knowledge and assessment of their pupils, and through consultation with parents and the pupils themselves;
• Providing lessons that differentiate for our more able pupils through extension and challenge, and offer opportunities for independent and collaborative learning;
• Offering pupils opportunities to generate their own learning;
• Providing regular in-class and whole-school opportunities to describe, demonstrate and celebrate achievement, with public praise and rewards;
• Meeting the outcomes of Every Child Matters: to be safe, to enjoy and achieve, to achieve economic well-being and to make a positive contribution;
• Maintaining a Register of Gifted and Talented pupils that is used as an acknowledgement and celebration of our most able pupils, and as a point of reference for assigning extracurricular opportunities;
• Carefully tracking the attainment and progress of our more able and gifted and talented pupils

DEFINITIONS

We recognise that there are many terms to describe those pupils who demonstrate above average ability in a particular field, and that in common use these terms are often subjective and interchangeable. However, for clarity of identification and monitoring of progress, at Knaphill School we will use a number of terms to refer to pupils demonstrating specific characteristics and achievements.

We define MORE ABLE pupils as those who are assessed by teachers to be achieving at an academic level above the average for their age in one or more of the following subjects:
• Literacy (this may be specifically in Reading, Writing or Speaking and Listening);
• Maths (this may be specifically in reasoning and problem solving, Number and place value, Shape, Space and Measures, statistics or geometry);
• Science;
• Computing;
• History;
• Geography;
• RE;
• French.

We define **SKILLED** pupils as those who possess practical skills above those demonstrated by most of the class in one or more of the following subjects:

- Art (this may be a specific area of Art such as sketching or 3D modelling);
- Design Technology (this may be a specific skill such as technical drawing or carpentry);
- Music (this may be skill in playing a specific instrument, singing or composition);
- Sport (this may be skill within a specific sport, or refer more broadly to ball skills, team work, agility etc)
- Drama.

We define **GIFTED** pupils as:

- those achieving within the top 5% of their peer group within the school when assessed by their teachers in one or more of the academic subjects listed
- those whose ability in one or more academic subjects regularly warrants additional differentiation beyond that provided for other more able pupils;
- those who frequently engage in the pursuit of one or more academic subjects or aspects of those subjects voluntarily during their own time, and demonstrate an increased depth and/or breadth of knowledge and ability as a result of this.

We define **TALENTED** pupils as:

- those demonstrating exceptional practical skills in one or more aspect of Art or Design Technology, such that their finished product stands out for its quality and originality; and or
- those who are confidently able to play a musical instrument to a standard that is equivalent to Grade Two or beyond; and/or
- those whose singing voice is tuneful and resonant, such that they can confidently sing solo pieces; and/or
- those who achieve outstanding success in a one or more fields of sport; and/or
- those who give an outstanding performance in an acting role, or regularly take a lead role in public speaking.

It is worth remembering that gifted and talented pupils can be:

- Good all-rounders
- High achievers in one area
- Of a high ability but with low motivation
- Of good verbal ability but with low writing skills
- Very able but with a short attention span
- Very able but with poor social skills
- Keen to ‘disguise’ their skills

**IDENTIFICATION**

**Most able pupils** are pupils who have ability or abilities beyond the large majority of their peer group and consequently require a more challenging curriculum that is appropriate for the majority.

**Gifted pupils** are defined as those pupils with one or more abilities developed to a level significantly ahead of their year group. Different areas may be Literacy, Maths, Science, History, Geography and Languages.
The identification process is flexible for new pupils, newly-arrived pupils and pupils who were not identified, to allow for mis-identified pupils to move out and in of the cohort.

Staff should be aware of the indicators of underachieving pupils when identifying the ‘more able’; the best in the class/target group are not necessarily the ‘more able’. Identification must also be based on ability, not on achievement. Some children can “underachieve” for a variety of reasons such as: peer pressure; behaviour problems; special educational needs or reluctant learners and all staff need to be aware of this and look for “hidden talents.” Both qualitative and quantitative information can be used for identification purposes.

More able pupils are generally considered to possess the following characteristics:

- Show great intellectual maturity and enjoy engaging in depth with subject material
- Actively and enthusiastically engage in discussions
- Show a passion for particular subjects and seek to pursue them
- Ability to memorise quickly
- Demonstrate superior powers of reasoning

The identification of the gifted and talented pupils is a process in which the whole teaching and support staff participate in; as well as parents, carers and the children themselves. The process starts as soon as children enter Knaphill School and is reviewed constantly. Before identifying any child as gifted or talented in any area, we aim to ensure that all children have had the opportunity to learn and succeed in this area. This makes the identification process fairer. Teachers use a checklist of characteristics to help them decide what pupils should be put on the register—see Appendix 1. A register of gifted and talented children is kept by the coordinator but talents and abilities emerge at different times due to developmental issues, and as new opportunities arise, therefore, inclusion in the cohort is not permanent. If it is perceived by parties that inclusion is no longer beneficial, students may be moved off, either temporarily, or permanently.

As a school, we keep a record of any pupil identified as most able by teacher assessment. Every subject area that identifies a pupil as most able or gifted and talented is required to make provision for that pupil in the given subject. The gifted and talented register is annually reviewed and updated.

We use a variety of ongoing identification systems

**Formative and summative assessment** takes place against **Age Related Expectations/Summative Assessments** are carried out at set points during the school year. The **Assessment Policy** gives full details of when and how this assessment take place. Summative assessment is made through a combination of:

- published tests;
- teacher assessment using age related outcomes where pupils are exceeding NC age related expectations, they are encouraged to broaden and deepen their understanding.

**Informal assessment** is made by Class Teachers on a daily basis, using:

- provision of a variety of classroom experiences that enable those with gifts and talents to demonstrate these;
- the marking of pupils’ work;
- observation of pupils’ performance in class;
- discussions with pupils about their work and interests;
- reference to checklists of characteristics

**Nomination** by parents, pupils and **other adults** who know the pupils (e.g. swimming coach, club leader) is valued in the identification of pupils’ gifts and talents. These are communicated to school through:
• discussions during Parents’ Consultation Evenings;
• informal conversations between parents and teachers;
• opportunities for pupils to display and discuss their gifts and talents during classroom discussions;
• a year-round opportunity for pupils to bring in awards and trophies from extracurricular activities.

PROVISION

All of our pupils are expected to ‘Learn without limits’. There is an ethos that we can and we will achieve and exceed expectations. Teaching styles for the more able pupils should be more open-ended and flexible. More able pupils tend not to respond well to ‘directed’ teaching and rigid learning structures. There is a need to allow the more able pupil opportunities to ‘take risk’ in their learning, and effective teaching for them will reflect this. More able pupils should be encouraged and given opportunities to think creatively and divergently.

In our school we have assessment for learning well embedded, along with provision for independent learning and thinking skills which will provide a positive learning environment for more able and gifted and talented pupils.

Provision for most able pupils should include (as advised by): National Association for Able Pupils in Education (NACE):

• Tasks and questioning which involve analysis, synthesis and evaluation
• Tasks which require problem solving, enquiry, critical thinking and research skills
• ‘Rich’ tasks and ‘mastery’ approaches
• Tasks and assessment which encourage metacognition and talking about the learning process
• Tasks and classroom management which encourage the use and development of independence and choice
• Encouragement of transfer of knowledge and transfer across disciplines
• More advanced and conceptually difficult content
• Consideration of ‘big ideas’, the identification of trends and patterns and analogizing
• The use of higher order technical and disciplinary discourse
• A provision map for more able – Appendix 2

We provide differentiation to meet the needs of the more able pupil through:

• varied lessons that, across the school year, will cater for a range of learning styles, including linguistic, logical-mathematical, spatial-visual, bodily-kinesthetic, interpersonal, intrapersonal, naturalistic and musical;
• differentiated lessons that provide extension and challenge for the more able pupil;
• appropriate materials to enrich and extend learning;
• effective questioning techniques;
• varied activities that include opportunities for independent learning, research and pursuing personal interests and ideas, as well as social learning through collaboration with peers.
• Child-centred, valuing and utilising pupils’ own interests and learning styles;
• Establishes what pupils can already do or have already done so that we are not wasting time repeating previous learning;
• Encourages children to use a variety of stimuli, ideas and resources;
• Fosters a climate of problem solving, debate and risk taking;
• Provides a challenging learning environment which allows pupils to question and access higher order thinking skills;
• Promotes and celebrates creativity and original thinking;
**Additional Enrichment Provision for more able or gifted and talented pupils**

- Gifted and talented half term group focusing around one subject each half term. So far they have made their own website and produced an exciting Knaphill magazine called the Acorn; solved extended maths investigations and taught maths skills to other pupils during Maths lessons.
- G&T PE lunchtime club during the Spring term
- More able pupils in computing are Digital leader (one per class) and write a website blog
- G&T Computing group taught by computing leader in the summer term
- G&T art club in the Spring term
- More able Maths lunch time club where more able pupils support other pupils who
- National Young Writer and National Young Mathematicians of the Year competitions
- G&T challenge days at Westfield primary School and Explore learning
- Individual music tuition(children across the school)

Our teachers are committed to these **shared values** that enrich the learning experience of the more able pupil:
- valuing ourselves and each other;
- having respect for our pupils;
- being flexible, open-minded and fair;
- being nurturing to provide emotional security and development;
- being enthusiastic to make learning enjoyable;
- being good planners to provide opportunities for extension and challenge;
- being facilitators who enable learning to happen;
- being good listeners and communicators;
- encouraging risk-taking;
- reflecting on our practice and exploring new ways to make learning happen.

**MONITORING**
The progress of pupils identified as **more able** and gifted and talented of this policy is monitored through:
- informal daily interaction and assessment by the Class Teacher;
- learning walks carried out by the SLT with a focus on more able pupils
- Regular book monitoring
- discussions with parents during Consultation Evenings and at other times at the teacher’s discretion;

For the more able in Literacy, Maths, and Science also:
- formal assessment by the Class Teacher at key points in the school year, shared with the Subject Leader;
- Performance Management analyses conducted between the Class Teacher and their Performance Management Leader;
- analysis of progress and attainment by the Head of School

The progress of pupils identified as **skilled** is monitored through:
- informal daily interaction and assessment by the Class Teacher;
- discussions with parents during Consultation Evenings and at other agreed times.
The progress of pupils identified as gifted and/or talented of this policy is further monitored by the Gifted and Talented Leader, through:

- a bi-annual update of the Gifted and Talented Register;
- informal conversations with teachers and pupils throughout the year;
- learning walks and book monitoring

**Role of the More able and Gifted and Talented Leader**
1. To play a major role in the development of school policy and practice ensuring that they improve the quality of provision for our most able pupils.
2. To keep the school’s Gifted and Talented register up to date.
3. To have responsibility for securing high standards of teaching and learning.
4. To observe colleagues in learning walks from time to time with a view to identifying support if required.
5. To inform future priorities and targets for the subject, writing an action plan along with the Head of School which incorporates more able pupils, with appropriate targets, evaluation and impact measures.
6. To ensure teachers are familiar with the policy, to keep up to date with developments in provision for more able pupils and help them plan lessons if required.
7. To manage the annual curriculum budget, taking responsibility for the purchase and organisation of appropriate resources.
8. To prepare, organise and lead INSET or staff meetings.
9. To discuss with the Head teacher, when required, the effectiveness of the policy throughout the school.

**CELEBRATING ACHIEVEMENT**
Knaphill School offers a culture in which all achievement is valued and rewarded. Whole-school praise and rewards are given as part of our weekly assemblies. The Head of School publicly praises and rewards pupils who have been identified through:

- medals, certificates, trophies, awards or letters of explanation related to after-school achievements that parents and pupils provide to the Head of School;
- ‘Wonder Wall’ is awarded every week to one pupils in each class where their work goes up on the Wonder Wall display
- Weekly Star of the week certificate rewarded in Monday’s celebration assembly with a biscuit and an informal chat with the Head of School.

Exceptional achievement in the classroom will result in pupils being sent to the Head of School for a ‘Head of School sticker, or to the Subject Leader within whose field they have achieved (eg: Art, Writing, Maths). The Head or Subject Leader will praise and reward the pupil’s achievement and give a subject reward sticker.

Pupils achieving a high standard whether in or out of school, will have the opportunity to talk about their achievement in class, and to receive the congratulations of their teacher and peers. All pupils are encouraged to share and celebrate each other’s success, and to be inspired towards achieving their own goals.

**REGISTER OF GIFTED AND TALENTED PUPILS**
Our school holds a Register of Gifted and Talented pupils that is managed and monitored by the Gifted and Talented Leader. See the Gifted and Talented policy for more information.
Pupils are nominated for inclusion in the Register of Gifted and Talented pupils if they meet the criteria set out in the definitions section and the school has a separate list of criteria for all teachers to use to help them identify pupils. Names can be put forward for inclusion through:

- a formal bi-annual update of the Register between the Gifted and talented Leader and Class teachers;
- feedback from Parent Consultation Evenings;
- an open-door system for all staff to make the Learning Opportunities Leader aware of pupils’ outstanding achievements.
- annual analysis of formal test results in Literacy and Maths;

The Register contains the following information:

- name, class, year group, ethnic group and gender;
- identified gift or talent;
- Current assessment data and any other formal assessment details (eg Music or Gymnastics grade);
- note of any relevant extra-curricular activities;
- personal profile derived from discussions with staff and pupils, and written or verbal information from parents.

**EQUAL OPPORTUNITIES**

We recognise that all pupils have an equal right to make the greatest possible progress with their learning, regardless of gender, race, ability or disability or social circumstances. We aim to ensure that there is no gender or race bias in the resources we buy. Displays show positive role models and all pupils have their work displayed at times throughout the year. We ensure that everyone is treated fairly.

**PARENTAL INVOLVEMENT**

All parents and carers are equally valued as part of our school community. Children’s learning is improved when we work in partnership with their parents or guardians in facilitating support and involvement at home in children’s learning. We therefore believe in close cooperation with all families and in regular consultation between the home and the school.

The progress of more able pupils and pupils on the Register of Gifted and Talented Pupils will be monitored by the Head of School and the Gifted and Talented Leader.
## Appendix 1

### Checklist for Identification of Gifted and Talented Pupils

<table>
<thead>
<tr>
<th>Name</th>
<th>____________________________</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class</td>
<td>____________________________</td>
</tr>
<tr>
<td>Subject/s</td>
<td>____________________________</td>
</tr>
</tbody>
</table>

#### LEARNING
- Comprehends new ideas very quickly
- Asks searching, often awkward questions
- Is a rapid learner and thinking up new ideas
- Recognises implied relationships between ideas and grasps underlying principles
- Can cope with several ideas at once
- Sees problems quickly and can take initiative
- Can retain and recall detail and information

#### WORK
- Has extensive general knowledge or knowledge of a specific subject
- Has a wide vocabulary
- Can produce original and creative work (may be issues with spelling, etc)
- Mental speed may be faster than writing – is reluctant to write long pieces
- Reads well above the average level for the year group

#### PERSONALITY
- Is curious and investigative
- Has a developed sense of humour
- Likes working independently
- Is often self-assertive and stubborn in own beliefs
- Is easily bored with routine tasks and can be inattentive

#### CREATIVITY
- Is interested in problem solving
- Sees familiar things or situations in an unusual way
- Produces original pieces of work or ideas
- Prefers complex or unconventional ideas

#### SOCIAL QUALITIES
- Is eloquent and fluent in verbal communication, with adults and children
- Makes judgements about right and wrong - may question authority
- Is non-conformist and may prefer the company of older children
- Assumes leadership roles
- Notices the mistakes of others and draws attention to them
- Shows good insight into cause-effect relationships
Appendix 2. The following Provision Map outlines our existing provision for able pupils:

<table>
<thead>
<tr>
<th>Quality First Teaching</th>
<th>More Able Pupils</th>
<th>Gifted and Talented Pupils</th>
</tr>
</thead>
<tbody>
<tr>
<td>All pupils benefit from.....</td>
<td>Pupils within the ability group will benefit from...</td>
<td>A small number of exceptionally able pupils may require...</td>
</tr>
</tbody>
</table>

- Flexible ability grouped learning.
- AfL (Assessment for Learning).
- Differentiation.
- Range of questioning styles including open questions and higher order thinking questions.
- Varying levels of support.
- Different working groups.
- High quality resources.
- Focus group work.
- Use of success criteria.
- Targets – individual and group.
- Self-assessment and peer assessment/evaluation.
- Rich mathematical tasks.
- Plenty of opportunities to apply independent learning skills.
- Real life learning contexts.
- Use of scaffolding.
- Ensuring lessons appeal to all learners (Visual, Auditory and Kinaesthetic).
- Use of technology
- Children presenting to the class.
- Shared writing/guided writing.
- All learning to have clear outcome.
- Publishing of work (class books, blogs, etc).
- Opportunities of choice within task.
- Opportunities to take on posts of responsibility.
- Trips/visitors.

- Opportunities to sometimes plan own investigations.
- Choose how to display/present work.
- More able children may work independently during teacher input.
- Time for self-initiated learning.
- Different group roles (leader, facilitator, and scribe).
- Spot patterns within science and maths.
- Open ended/challenging questions as an extension to answer and feedback to rest of class.
- Children teaching specific skill (development of skills).
- Children choose level of work to complete form given selection.
- Lead assemblies.

- Subject extension groups.
- Sports fixtures.
- Music concerts.
- In writing, free choice of genre to communicate.
- Write pieces for newsletters.
- Plan own learning within topic, carry out independent research within topic then teach/feedback to rest of class.
- Opportunities to attend local/regional events with pupils of similar ability.
- Signposting for parents and pupils to access appropriate support from other organisations e.g. websites, organisations for more able and talented pupils.

- Pupils may be offered... Enrichment opportunities beyond the curriculum e.g. leadership opportunities, challenge events.