

TALBOT HEATH SCHOOL

More Able Policy – Senior

Date of last update: 24th February 2022

Date for next adoption: Spring term 2024

At Talbot Heath our aim is to provide a dynamic and exciting learning environment in which all pupils are stimulated, extended and challenged. We promote a culture of achievement and educational curiosity, in which the gifts and talents of our pupils are encouraged, enabling pupils to fulfil their individual potentials. We have regular training to share and develop good practice and a growth mind-set for all pupils at Talbot Heath. We have developed a student leadership award- 'Honour before Honours'-to encourage all pupils to recognise their talents and gifts, think creatively, and encourage independence and interdisciplinary learning.

Creating opportunities for our gifted and talented students to excel is central to Talbot Heath's holistic teaching ethos. We firmly believe that there is no limit to the skills, expertise and knowledge that can be achieved by our learners - and that their gifts and talents need developing in an environment in which there are not just high expectations, but open expectations. We believe that 'potential' can and does grow.

At Talbot Heath we nurture self-belief and reward hard work, recognising the importance of self-motivation and a strong work ethic - helping the pupils to sow the seeds of their success and make rapid and sustained progress.

With the changes to the daily timetable and remote learning, many of the usual practices such as the Honour before Honour award scheme have been put on hold as many clubs and societies are not running as usual.

Identifying More Able pupils

More Able pupils are usually identified on entry to Senior School during the entrance procedure. CAT scores and on-going teacher observation and discussion amongst subject areas also enable us to highlight other individuals who fit the More Able criteria (see below). Gifted and talented pupils will be placed on the More Able register. This register is regularly reviewed and updated.

Pupils who are more able are identified in a number of ways:

- regular standardised testing and tracking
- teacher assessments
- teacher observations
- parental consultation
- outstanding achievements
- teachers consult and liaise with one another and include the Head (SENDCo) in discussions.

Regular staff briefings and updates inform our shared working list of those we consider to be more able.

More Able pupils at Talbot Heath are those who are deemed to be outstanding compared to their peer group in one or more academic subjects within the school. The data held by the school will show in what area an individual is deemed to fit the criteria. More Able register criteria is a score of 129 or higher on their CAT (Cognitive Ability) tests.

Additionally, pupils who have specific high abilities in sport, art, music or drama, are identified and supported through our Scholarship programme.

Individual Staff responsibility

All teachers should ensure that lessons reflect the faculty policy and schemes of work. Teachers use well-judged teaching strategies, including setting appropriate homework that, together with sharply focused and timely support and intervention, match individual needs accurately. Teachers systematically and effectively check pupils' understanding throughout lessons, anticipating where they may need to intervene and doing so with notable impact on the quality of learning. In addition, teachers should:

- Provide pupils with opportunities to extend their skills by promoting open ended and investigative activities
- Recognise the importance of setting work which is more challenging and plan with the gifted students in mind
- Identify and support pupils who need more challenging opportunities
- Encourage independent learning in such pupils alongside their peers
- Provide more able pupils with stimulating enrichment tasks alongside their peers. Goals for extension tasks to include: critical thinking, creative thinking, increased independence, problem solving, reflection and self-knowledge.

Form Teacher/Tutor responsibility

- To ensure that the more able pupils are supported and encouraged
- To monitor progress of more able pupils to ensure they are stimulated and extended and making progress commensurate with ability in all subjects

HOF/Subject Coordinator/Key Stage Coordinator responsibility and SENDCo responsibility

- To ensure policies and schemes of work are planned with more able pupils in mind
- Ensure procedures are adhered to by all members of the department
- Monitor progress of more able pupils to ensure they are extended and making progress commensurate with their abilities
- Liaise with staff who teach the pupils for other subjects

Pupil responsibility

- To discuss their individual learning needs with subject teachers and form teachers (age appropriate)
- To challenge themselves with any extension activities given by subject staff

Parental responsibility

- To notify the school on entry if their daughter has been identified as more able
- To contact the school if their child feels she is not being challenged within classwork or homework