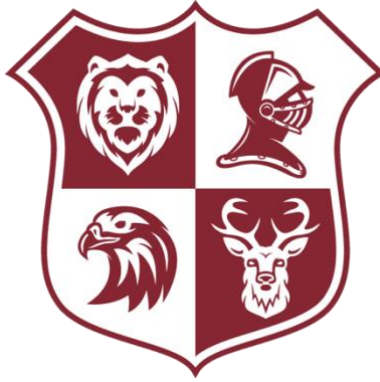


Able and Talented



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| STATUTORY / NON-STATUTORY | NON-STATUTORY |
| MEMBER OF STAFF RESPONSIBLE | AHT (DCr) |
| DATE APPROVED BY Head/SLT | November 2020 |
| GOVERNING BODY OR COMMITTEE RESPONSIBLE | SIC |
| DATE OF FULL GOVERNING BODY APPROVAL | |
| REVISION DUE DATE | Pre-2021 (Covid Add) |

1. Rationale

- a. Noadswood School provides an education for all students to develop their academic, personal and social skills and to achieve their potential through challenge and excellence across the curriculum.
- b. Students with individual educational needs are identified and provided for. This includes the able and talented students at Noadswood School.
- c. It is our aim to create a positive learning experience with an ethos and provision that will support and guide our most able students to achieve highly and develop into happy, confident, responsible and independent citizens.

2. Definition and Identification

- a. Noadswood School will maintain registers and lists of Able and Talented students.
- b. **Able** students at Noadswood School will meet the following criteria:
 - i. In KS3, students with an average score of 126+ in the CATs and/or a KS2 average scaled score of 114+. Students ranking amongst the top 10% nationally at Key Stage 2 or identified by a Local Authority or previous school as highly achieving will also be considered for nomination.
 - ii. In KS4, students with an average score of 126+ in the CATs and/or a KS2 average total score of 114+. Students with Fisher Family Trust targets of 7, 8 or 9 in all subjects (except Add. Maths, MFL and any other additional GCSEs) will also be considered. Students ranking amongst the top 10% nationally at Key Stage 2 or identified by a Local Authority or previous school as highly achieving will also be considered for nomination.
 - iii. Nominations for Able status by subject staff in five or more subject areas.
 - iv. Covid-19 – internal SATs score of top 10% of cohort
- c. **Talented** students at Noadswood School will meet the following criteria
 - i. A particular aptitude in one or more areas. PE, Music, Art and Drama are the subjects most associated with this context.
- d. The process of able and talented identification will start prior to students' transfer from Year 6 to Year 7, based on Key Stage 2 scaled scores and linked school recommendations. Official nominations will be made once we receive the results

of the Year 7 CAT tests. Identification will continue throughout the years as an ongoing process. Parents of identified students on the Able register will be informed by letter of their child's nomination.

- e. It is important to understand that students may possess abilities other than or in addition to those demonstrated through academic achievement, which could indicate potential. NACE (National Association for Able Children in Education) identify the following characteristics:
 - i. Possess superior powers of reasoning, of dealing with abstractions and of generalising.
 - ii. Have a great intellectual curiosity.
 - iii. Learn easily.
 - iv. Have a broad attention span and persevere in problem solving activities.
 - v. Think laterally providing 'unusual solutions to problems.
 - vi. Have a superior quality/quantity of vocabulary.
 - vii. Have an ability to produce effective work independently.
 - viii. Exhibit keen powers of observation.
 - ix. Show initiative and alertness.
 - x. Possess unusual imagination.
 - xi. Follow complex directions easily.
 - xii. Have reading interests that cover a wide range of subjects.
 - xiii. Exhibit qualities of leadership within and beyond their peer group.

3. Roles and Responsibilities

a. Governors

- i. To ensure that able and talented students are identified and that their needs are recognised.
- ii. To assume overall responsibilities for ensuring adequate provision and resourcing for the able and talented students
- iii. To designate a governor to have specific oversight for/of the able and talented students

b. Senior Leadership Team

- i. To aim for excellence through effective curriculum planning and good management of resources and approaches
- ii. To ensure that an awareness of the issues related to able and talented children are reflected in staff development and deployment through:
 - Assisting in auditing skills and roles within the school
 - Reviewing the curriculum regularly

- Ensuring delivery of appropriate INSET

- iii. To support the lead taken by the Able and Talented Coordinator (ATCO) in motivating all staff to initiate activities related to able and talented students and to encourage cross-curricular co-operation/collaboration
- iv. To allocate an appropriate level of funding for the teaching and learning of able and talented children.

c. The Able and Talented Coordinator (ATCO)

- i. To coordinate information to identify the able and talented students in each academic year
- ii. To pass on information to all staff teaching the identified students, as well as their tutors and Subject Leaders and House Leaders
- iii. To implement procedures for regular monitoring of able and talented children
- iv. To liaise with House Leaders, Subject Leaders, teaching staff and assertive mentors.
- v. To oversee the provision for able and talented, both academically and enrichment programmes
- vi. To coordinate a programme of enrichment activities
- vii. To liaise with parents/guardians of able and talented children and any specifically designated outside agencies
- viii. To liaise with Named Governor/SMT

d. Teaching Staff

- i. To provide a subject specific adjunct to the whole school policy on able and talented students.
- ii. To ensure the teaching and learning of able and talented students is reflected in departmental development plans, schemes of work and individual lesson plans.
- iii. To monitor performance and progress of able and talented students regularly.

- iv. To share good practice and understanding of teaching skills most relevant to able and talented students.
- v. To refer able and talented students to the ATCO.
- vi. To develop a programme of enrichment activities to widen the personal and academic horizons of able and talented children.
- vii. To assist in the mentoring of able and talented students when required.

4. Provision

- a. The main focus for our work with able and talented students is ensuring that they receive high quality teaching. It is therefore essential that every teacher is aware of the methodology outlined in our Teaching and Learning Policy. In addition, a number of strategies and ideas proven to work with Able and Talented students across the curriculum are listed below:
 - i. Provide opportunities for students to demonstrate and perform their work e.g. presentations, create displays, demonstrate an experiment
 - ii. Provide opportunities to demonstrate higher order skills such as comparing and contrasting, analysing, synthesis, evaluation, prediction, inference, interpretation.
 - iii. Avoid tasks that focus on ordering, repeating information or describing.
 - iv. Emphasise key language and terminology; verbally reinforce this language and expect students to use it.
 - v. Allow students to plan tasks in different ways, providing varying amounts of teacher input. Encourage independent learning.
 - vi. Encourage questioning of themselves and other members of the class. Teach and expect higher order questions and answers.
 - vii. Allow students to have a choice of tasks or outcomes
 - viii. When discussing, encourage argument and debate.
 - ix. Ensure opportunities for group work. Allow students to work with others of the same ability

- x. Build opportunities for peer assessment and provide opportunities for critical evaluation of able and talented student's work
 - xi. Encourage risk taking and innovation
 - xii. Use extremely high quality work as models to show expected outcomes
 - xiii. Identify and encourage links with other subjects
 - xiv. Provide opportunities to utilise new technologies
 - xv. Provide opportunities for extracurricular experience and encourage aspirational thinking for Higher/Further Education
- b. In addition to these techniques in teaching challenge, we recognise that able and talented students should not be given extra work but more challenging and independently motivational opportunities.
 - c. Able and talented cohorts will be met regularly. The focus of these sessions includes aspirations, learning and revision techniques.

5. Able and Talented Opportunities/Extracurricular

- a. Noadswood School provides a huge variety of extra-curricular activities to all students. These extend and enrich the normal curriculum and give students an opportunity to opt in.

6. Monitoring/Assessment/Evaluation

- a. Regular whole school monitoring and tracking will highlight any potential underachievement. The House/Subject Leader and subject teachers are expected to act upon any potential underachievement.
- b. The ATCO will monitor the progress of able and talented students regularly.