



BFC School More Able & Talented Policy

Version	Date	Author	Reason for Change
0.1	September 2023	Gemma Trickett	New Policy

Review Frequency	Next Review Date
Every 2 years	September 2025

At BFC School, we believe in providing the best possible provision for students of all abilities. We plan our teaching and learning so that each child can aspire to the highest level of personal achievement.

The purpose of this policy is to ensure that we recognise and support the needs of those students in our school who have been identified as 'academically more-able' or 'talented' according to the national guidelines.

Aims

- To recognise the needs of more-able students within a framework of equal opportunity
- Ensure effective challenge for all students, which is enjoyable, relevant to their needs and extends their conceptual understanding
- To adopt a personalised and varied approach with regard to meeting the academic, social and emotional needs of more-able students
- To implement the procedures and strategies that will address the needs of an identified cohort of more-able students
- To ensure that the school's provision for more-able student enables them to achieve to the best of their ability
- To ensure that staff provide opportunities for more-able students to work at 'greater depth', high cognitive levels and /or to develop specific skills
- To foster a culture of achievement by creating a climate of learning and excellence throughout the school
- To work in partnership with parents/carers to help them promote their child's learning and development
- To make use of links with other schools and the wider community/outside agencies to enhance learning opportunities for more-able students that may enrich and extend them

Definition

For the purpose of clarity within this policy, we had adopted the following terms:

'Academically More-Able' refers to a child who has a broad range of achievement at a level well above average, typically in the more academic subjects such as Mathematics and English.

However, for a small number of students who demonstrate outstanding ability, we use the term 'Exceptionally Able'. Exceptionally able pupils are those who have the capacity to achieve or perform at the very highest levels.

NB: Currently Ofsted uses the term 'More Able' in primary schools and 'Most Able' in secondary schools. The DfE refers to higher attainers as well as most-able.

In comparison with their peers, when engaged in their area of expertise, more-able students will tend to:

- Show a passion for particular subjects and seek to pursue them
- 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
- Demonstrate 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 issues

Talented refers to a child who excels in one or more specific fields, typically those that call for performance skills, such as sport, art and music, but who does not necessarily perform at a high level across all areas of learning.

Identification

The DfE and Ofsted define the more-able in terms of those whose progress significantly exceeds age related expectations. However, at BFC School, we look beyond actual progress to include those who may be underachieving or whose skills and knowledge may extend beyond the school's measures of progress and curriculum.

We also acknowledge that some able students who have complex or additional learning needs, for example autistic spectrum disorder, may demonstrate dual exceptionality.

It is important therefore to encompass a range of methods which looks beyond test results and teacher assessment and to ensure that opportunities are provided for students to reveal their abilities.

The process is ongoing – provide – identify – provide.

We establish procedures for identifying pupils that are non-discriminatory so that those with English as an additional language and students with disabilities and or special educational needs will be given equal access to identification. As such, students will be identified using a range of absolute and relative techniques:

- Analysis of information from referring school assessments by the class teachers
- Analysis of formative and summative assessments by the class teachers
- Standardised and scaled scored tests E.g. Reading Tests, SATS
- Ongoing tracking assessment – exams, record-keeping, collation of evidence, e.g. samples of student's work by class teachers
- Teacher observation of social and leadership skills
- Discussion with colleagues and subject leaders
- Observations and advice from subject teachers
- Consultation with parents
- Information received from previous schools

In order to report accurately on the progress and attainment of the our more-able students, each cohort is reviewed and updated regularly. Re-evaluation will take place each term, following completion of termly assessments and staff meetings. Therefore, it is not a foregone conclusion that an identified pupil will remain on the school's more-able record for the duration of their time in school.

Pupil Premium

Pupil Premium funding is used to support individualised support and wider provision for more-able pupils from disadvantaged, EAL, 'our children' backgrounds. E.g. funding to enable students to attend relevant extra-curricular activities and individualised support.

Characteristics to look out for

More-able students are a diverse group and their range of attainment will be varied

They are *more likely* than most pupils to:

- Think quickly and accurately
- Work systematically
- Generate creative working solutions
- Work flexibly, processing unfamiliar information and applying knowledge, experience and insight to unfamiliar situations
- Communicate their thoughts and ideas well
- Be determined, diligent and interested in uncovering patterns
- Achieve, or show potential, in a wide range of contexts
- Be particularly creative
- Show great sensitivity or empathy
- Demonstrate particular physical dexterity or skill
- Make sound judgements
- Be outstanding leaders or team members
- Be fascinated, or passionate about, a particular subject or aspect of the curriculum
- Demonstrate high levels of attainment across a range of subjects or within a particular subject or aspect(s) of work
- Are able to use a high level of mastery in order to work with the curriculum objectives taught

It is important to recognise that not all highly able students are obvious achievers. Some more able students actually under achieve – their potential is masked by factors such as frustration, low self-esteem, Special Educational Needs, lack of challenge, and low teacher/parent expectations.

To enable these students to fulfil their potential, it is vital to give everyone in the school the opportunity to excel. As a school, we recognise that we need to be alert to any groups of students who may be underachieving and to assess the potential ability of these students.

We are also aware of the need to ensure that particular groups are not under-represented.

Planning for Provision

We aim to:

- Create an ethos where high attainment is celebrated and pupils feel good about achieving excellence
- Encourage all students to become independent learners
- Provide a wide range of resources to accommodate the needs of able students
- Offer opportunities for the able students to work independently
- Involve students in decision-making, for example as members of the school council/student voice representatives
- Encourage students to carry out extra research work
- Encourage students to participate in out of the classroom activities
- Promote an atmosphere of inclusiveness where any negative stereotyped about more- able and talented students are challenged
- Ensure that provision of more-able and talented students is embedded in all aspects of school life
- Support the effective transition of more-able and talented students to the next stage of education or employment
- Encourage parents and carers to be aware of their role in supporting and encouraging their child's learning by recognising their child's interests and abilities, providing resources and opportunities at home and setting realistic targets.
- Promote celebration of achievements by asking parents to inform the school if their child has an out-of-school award etc.

The school provides catch up classes for all students and will endeavor to provide activities that enable more-able and talented students to extend and challenge their skills.

Teaching of more-able pupils

Whole school strategies

Whole school strategies that are currently available are:

- The encouragement and celebration of special abilities and individual achievements through class dojo and social media where children are commended and awarded certificates
- Enrichment activities which offers students more challenge and responsibility and leadership
- Opportunities for more-able pupils to be withdrawn for specific activities to work with other pupils of lower ability.
- Involvement of more-able pupils in extra-curricular activities that extend the boundaries of the curriculum. For example, volunteering in the local primary school as a teaching assistant.
- Out of school sporting events/competitions

Classroom Strategies

All adults in the school have a responsibility for more-able students. Within the curriculum, much of the provision for the more-able students will be in the context of their day to day classroom experience.

Strategies include:

- Individual student target setting in reading and writing
- Enrichment and 'challenge' activities which add breadth and depth to the curriculum
- Accelerations where appropriate
- Separate student groups where appropriate
- Providing problem solving and investigational activities to develop reasoning, questioning and thinking skills
- Identifying appropriate objectives and having explicit more-able and talented activities identified in planning across the whole curriculum
- Establishing what the children have done previously in order to prevent repetition
- Providing challenges through high-quality tasks for enrichment and extension
- Scaffolding
- Differentiating appropriately
- Ensuring that more-able pupils receive regular guided sessions with teachers and/ or teaching assistants to cater specifically for their needs
- Encouraging all students to become independent learners and discerning questioners by:
 - organising their own work
 - carrying out unaided tasks which stretch their capabilities

- making choices about their work
- developing the ability to evaluate their own work and so become self-critical
- Ensuring students achievements match their potential ability, taking into account the school's information from its own student tracking
- Ensuring that provision for more-able students is child-centred, and values and utilises student's own interests and learning styles
- Promoting and celebrating creativity and original thinking within the classroom

On occasion, more-able pupils may act as a pupil expert to demonstrate and share their expertise with peers.

Professional Standards

All staff are accountable in ensuring that more-able and/or talented students are identified, monitored, tracked and supported. There is clear accountability for student progress through specific staff appraisal objectives linked to whole school priorities, data analysis and teaching standards.

There is swift investigation where pupil progress is below expectations.

Partnerships with students and parents

At BFC School we inform parents about the strengths and progress of their child as part of the school's reporting systems. Parents are also welcome to come into school at any time to discuss the development of their child's aptitude. However, in order to engage parents in the identification and support of more-able students, we ensure that information regarding any specific talents are clearly communicated at parents' evenings within a holistic context. Parents are then kept fully informed of ways in which they can support their child to develop their abilities.

Monitoring, Assessment and Evaluation

Provision for more-able and talented students will be a regular part of the school's monitoring of teaching and learning.

Class teachers will be responsible for:

- Planning lessons that will motivate, challenge and extend the more-able students in their class.
- Reviewing student progress twice a year and reporting to parents at parent consultation meetings and in their school reports.
- Discussing with parents their child's identification as more-able and talented.
- Communicating to parents external opportunities for extension activities relevant to their child.

The Head of school will review the progress of students identified three times a year. They will also:

- Monitor the progress of more-able and talented students on a termly basis
- Liaise with teachers and school managers to develop and agree effective methods of collecting and monitoring data pertaining to the more-able and talented students
- Share good ideas and practice with staff and senior management
- Meet with more-able and talented students in order to monitor the effective implementation of this policy.
- Lead by example / modelling lessons or styles of teaching
- Have a knowledge of the quality of provision for more-able students across the school
- Identify and act on development needs of staff members
- Monitor expectations, teaching standards and attainment across the school; providing feedback to develop practice further in order to raise standards
- Provide necessary equipment and maintain it to a high standard
- Provide information for the school's steering group
- Review the policy every two years
- Liaise with parents when necessary to promote extra-curricular extension or enrichment activities

The effectiveness of the policy will be monitored

via:

- Work sampling
- Lesson observations across the curriculum to ensure the correct provision for the most-able students in our school
- Scrutiny of planning
- Analysis of progress and attainment on a termly basis
- Student interviews/ student voice

