

# THE MAELOR SCHOOL



# MORE ABLE & TALENTED LEARNERS POLICY

Committee Responsible	Curriculum & Scrutiny
Date Agreed	11.06.18
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# More Able and Talented Pupils Policy

## Rationale

Ability and talent can manifest itself in many different ways e.g. academic, practical, creative and social fields of human activity. The needs of more able and talented pupils cannot be separated from the move to raise standards for all pupils. Research shows that schools that focus on the needs of more able and talented pupils improve the quality of learning and raise standards of achievement for all pupils.

*Meeting the Challenge' Quality Standards in Education for More Able and Talented Pupils - Welsh Assemble Government 2006*

At The Maelor School we believe that all children should be given opportunities to achieve success through learning and to make the greatest possible progress. We aim to provide an education, which offers equality of opportunity to a broad, balanced and relevant curriculum. We strive to provide learning opportunities, which are appropriate to the needs, talents and abilities of all our pupils. Through the curriculum we endeavour to develop the whole pupil intellectually, socially and emotionally.

## Definition

This guidance subscribes to the definitions of 'more able and talented' set out in the current Welsh Assembly Guidance. This guidance will be used by the school and subject leaders in moving on our identification and assessment strategies.

In Wales the term 'more able and talented' encompasses approximately 20% of the total school population, and is used to describe pupils who require enriched and extended opportunities across the curriculum in order to develop their abilities in one or more areas. In every school there will be a group of pupils who require greater breadth and depth of learning activities than is normally provided for the usual cohort of learners. This group will include

- More Able pupils who are defined as those who have abilities in one or more subjects in the statutory school curriculum, other than in Art, Design, Music, and PE.
- Talented pupils who are defined as those who have abilities in Art, Design, Music, PE, Sports or Performing Arts.

In this policy the term 'more able' will cover both these categories..

## Aims

The Maelor School aims to provide for the more able pupils through:

- early identification and recognition of their abilities
- an education which is appropriate to their abilities and needs
- opportunities to develop specific skills and talents using additional resources within and out of the school environment

- a variety of extension and enrichment activities within lesson time and through extra-curricular provision
- care for their personal, social, cultural, spiritual and emotional development
- opportunities to broaden horizons and raise aspirations
- enhanced opportunities for more able and talented 14-19 year olds through the Welsh Assembly Government's Learning Pathways policy.
- celebration of achievement
- an increase in expectations for pupils, parents and teachers.

### **Identification**

It is expected that the school's register will identify up to 20% of the school population as 'more able' than the majority of their peers.

The pupils will be identified from a number of sources:

- NFER Cognitive Ability Test (CAT) scores,
- Key Stage 2 assessments at level 5 or above,
- Pupils achieving level 7 or above at Key Stage 3.
- Teacher nominations
- Evidence from the teachers the extra-curricular activities
- Evidence from pupils' work and test results
- Pupil and parent nominations.

The Maelor School recognises that some of the more able pupils may have:

- low self esteem
- poor study skills
- difficulties in social interaction
- problems with concentration
- displays of challenging behaviour.

With more experience and training it is expected that identification will become more effective in also identifying potential rather than attainment. Research suggest that if under-identification is to be avoided, a specific approach for each subject needs to be fully developed. The Welsh Assembly Government guide,

*A curriculum of Opportunity: Developing potential into performance - Meeting the needs of more able and talented pupils*, will be used by the school and subject leaders in moving on our identification and assessment strategies.

## **Monitoring**

Each curriculum area will be responsible for identifying, teaching and monitoring the progress of the more able pupils within their subject areas

There should be a faculty co-ordinator who will work with the subject team on the departmental identification, tracking and targeting systems.

A termly process of review will monitor the effectiveness of the provision for the more able. This will include the More Able and Talented Co-ordinator, Key Stage Co-ordinators, Pastoral Guidance Managers, Head of Year 7 and Heads of Faculty/Subject or their nominated co-ordinator

## **Organisational Response**

We use a range of teaching and organisational strategies to provide the best learning opportunities for all our pupils, including the more able.

Strategies include:

- Developing an effective learning environment.
- Teaching at a faster pace / greater depth / wider breadth.
- Employing a range of questioning techniques based on Bloom's taxonomy (revised)
- Differentiated homework.
- Individual target setting.
- Mentoring from older pupils.
- Enrichment and Extra-curricular activities.
- Provision of master classes.
- Curriculum flexibility at Key Stage 4.
- Pupil grouping strategies, such as fast-tracking, streaming, setting or withdrawal.
- Collaboration with outside agencies, such as universities.
- Support from the Pastoral Team
- Link to a Learning Coach.

## **Role of teachers**

Teachers will:

- provide a classroom environment, which encourages the development of student potential
- integrate methods of improving learning for more able students within their existing teaching strategies
- collaborate with colleagues to develop programmes to realise the aims of this policy
- contribute to the collection of data for identification purposes and for the recording of student learning experiences
- monitor student progress.

## **Review**

This policy will be reviewed annually.