



More Academically Able and Talented Policy Engage MAT

Date of ratification: June 2017.....

Date of review: June 2020.....



More Academically Able and Talented Policy

Introduction

Across the Engage Trust, we believe in providing the best possible provision for pupils 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 pupils in our schools who have been identified as 'academically more able' or 'talented' according to the national guidelines.

In the national guidelines, the terms are distinguished as follows:

- More academically Able-those who entered the Key Stage (KS) significantly above national expectations in English or Mathematics.
- 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.

As an approximate figure, between 5 and 10% of **all** pupils in a school will be considered as gifted/ more academically Able and/or Talented.

Provision will be made for these pupils within normal class teaching, but sometimes we will provide enrichment or extension activities to promote their skills and talents **even** further.

Identification of More Academically Able & Talented Pupils

A range of ongoing strategies or tools to identify more academically Able and Talented pupils is used and begins when the pupil joins our schools.

- Across the Engage Trust schools, pupils undergo an initial assessment process. This provides information about the child's skills and aptitudes across several areas of learning as recorded on their ILP or assessment record. A child scoring a 115 or more on WRAT4 would be considered more academically able.
- Other tools include:
 - Year 2 and Year 6 National test results (if taken)
 - Data from Subject Learning Ladders
 - Formative assessment data in subjects
 - Teachers nominating pupils for the more academically Able and talented register via the subject meetings or other team meetings

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More academically Able pupils are identified in English and Mathematics when they are working at above age related expectations. These pupils may be demonstrating the following in English:

- High levels of fluency and originality in their conversation;
- Use research skills more effectively to synthesise information;
- Enjoy reading, and respond to a range of texts at an advanced level;
- Use a wider vocabulary, and enjoy working with words;
- See issues from a broader range of perspectives;
- Use more advanced skills when engaged in discussion.

and may demonstrate the following in Mathematics:

- Explore a broader range of strategies for problem solving;
- Are more curious when working with numbers and investigating problems;
- See solutions more quickly, without needing to try all the options;
- Look beyond the question in order to hypothesise and explain;
- Work more flexibly, and establish their own strategies;
- Enjoy manipulating numbers.

Involving parents/carers

As part of discussions on progress, parent/carers are notified when their child is placed on the more academically Able and Talented register.

Staff in schools work with parent/carers to support and meet the individual needs of the pupil.

Management Strategies

A member of the Leadership team will:

- Be responsible for maintaining the register of more academically Able and Talented pupils
- Implement monitoring procedures to ensure that suitable tasks and activities are being undertaken across all curriculum areas by higher achievers
- Monitor progress through termly discussions with teachers; learning walks and data analysis
- Support staff in the identification of these pupils and on teaching and learning strategies
- Liaise with parents/ carers on the attainment, achievement and progress of their child

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Monitoring & Review

The governors will monitor the school's provision for the more academically Able and Talented pupils. The governors will support the school's efforts to help these pupils reach their full potential.

The Engage Trust has reviewed this policy for its impact on issues of equality. The policy has been considered in relation to the following protected characteristics:

Gender

Disability

Sexual Orientation

Ethnicity

The Engage Trust has not identified any issues in relation to these protected characteristics and has carefully considered whether any element of this policy would adversely impact upon the equality of access or opportunity for any staff member or service user, and have been unable to identify any impact that would require mitigation