

Oakfield School

50. More Able/Gifted and Talented Policy



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| Review Date: | October 2020 |
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OAKFIELD SCHOOL

More Able/Gifted and Talented Policy

Definition

There are many definitions of the terms 'More Able/Gifted and Talented'. This policy adopts the definitions taken from Excellence in Cities (EiC), which identifies:

'More Able/Gifted' pupils as those who have abilities in one or more subjects in the statutory school curriculum other than Art and Design, Music and PE. ('High attainers' or 'more able' pupils would be classed as 'Gifted' under this definition.)

'Talented' pupils as those who have abilities in Art and Design, Music, PE, or in Sports or Performing Arts such as Dance and Drama.

'More Able', 'Gifted' or 'Talented' pupils may also demonstrate higher levels of attainment relating to specific kinds of intelligence such as:

- Language
- Logical and Mathematical
- Spatial
- Musical
- Bodily-kinaesthetic
- Interpersonal
- Intrapersonal

A pupil who is an 'all-rounder' will be classed as 'More Able/Gifted and Talented'. If a child achieves a standardised result in a test of 130 or more, he or she will be classed as 'Gifted'.

We recognise that we are unlikely to encounter numerous pupils who we would categorise as truly 'More Able/Gifted'. However, we do not exclude the possibility that we will encounter some. We firmly believe that a number of our pupils show enhanced academic capabilities and still more demonstrate talent in various skilled areas.

Aims

At Oakfield School we value the individuality of each and every child and thus acknowledge the importance of helping every child to recognise the spectrum of their capabilities, in order to fulfil their potential.

We are committed to educational provision which encourages all pupils to maximise their potential and this most certainly includes pupils who are identified as 'More Able', 'Gifted' or 'Talented'. All children have a right to an education suited to their needs and aspirations. The best provision for 'Gifted and Talented' children is determined mainly by the quality of teaching they receive. We are aware that the best teaching challenges 'More Able/Gifted and Talented' children by extending their thinking, understanding, knowledge and skills and allowing them to apply these throughout their learning.

In providing specifically for 'More Able/Gifted and Talented' pupils, Oakfield School aims to:

- identify 'More Able/Gifted and Talented' pupils as early as possible
- provide learning experiences appropriate to their needs
- provide suitable resources supporting their needs
- provide additional support from other organisations as appropriate
- plan differentiation carefully to meet their needs.

Identification of the gifted and talented

A 'More Able/Gifted' or 'Talented' pupil should be identified using a variety of possible sources, including:

- teacher nomination
- formal assessment results
- informal assessment
- parental comments
- pupil comments/attitudes (personal or peer)
- outside agencies
- specialist teacher identification (e.g. peripatetic music staff and sports coaches)

Staff will take into account the facts that 'More Able/Gifted' or 'Talented' pupils can be:

- good all-rounders
- high achievers in solely one area
- of high ability but with low motivation
- of good verbal ability but poor writing skills
- very able but with a short attention span
- very able with poor social skills
- keen to disguise their abilities.

Everyone in school has a responsibility to recognise and value pupils' abilities and staff are aware of the possible issues connected with providing for 'More Able/Gifted and Talented' pupils, including that:

- unnecessary repetition of work is de-motivating and de-motivated pupils will not always demonstrate potential
- there is sometimes peer pressure to under-achieve
- 'Gifted' pupils are not always easier to reach than other pupils
- Parental pressure can be a factor.

'More Able/Gifted' and 'Talented' pupils will be identified formally every year as part of the individual target setting process. Informal identification will also take place. Staff will report identified pupils to the Head of Curriculum or SENCo. These members of staff will maintain a register of 'More Able/Gifted' and 'Talented' pupils. The Co-ordinators for this area will then inform the Head teacher.

The Gifted and Talented Register

Nominations for the More Able/Gifted and Talented register may be made by any staff at any time. Such nominations are regularly reviewed (termly) by the Head of Curriculum and SENCo.

The Head of Curriculum and SENCo will liaise with class teachers regarding children's progress and at the end of the Summer term class teachers along with the co-ordinator assess each entry and discuss whether to remove or amend them. The register is a fluid document and we recognise that it may change often. Parents and pupils are informed that inclusion on the list does not guarantee re-inclusion in subsequent terms/years. Hence pupils who are included on the list should not think they can relax their efforts.

Provision for the gifted and talented

Opportunities for extension and enrichment are recognised by teaching staff and built into all planning. To ensure the best possible provision for 'More Able/Gifted and Talented' pupils, at Oakfield School we aim to:

- maintain an ethos where it is 'OK to be bright'
- encourage all pupils to be independent learners
- recognise achievement
- provide resources to support gifted and talented pupils (including ICT provision)
- enable subject leaders to provide support for provision
- be aware of the effects of ethnicity, bilingualism, gender and social circumstances on learning and high achievement

- provide a range of extra-curricular activities and clubs when possible
- encourage parents and children to take part in relevant out of school activities
- always provide work at an appropriate level
- provide opportunities for all pupils to work with like-minded peers

Types of provision

Classroom differentiation

At the heart of good classroom provision are good planning and assessment. Planning for 'More Able/Gifted and Talented' pupils is part of effective differentiation and involves making sure that they are sufficiently challenged by the work set. This may occur at both the medium and short term planning stages.

If extension planning is to be effective then diagnostic assessment is essential otherwise what is intended to be extension work may be too easy.

To support this provision:

- teachers have high expectations
- tasks are designed to take account of levels of existing knowledge, skills and understanding
- there are planned extension opportunities or open-ended tasks
- grouping is carefully considered
- setting (where appropriate) is carefully considered
- differentiated homework may be provided
- specialist provision will be considered in particular cases
- varied and flexible groupings, sometimes allowing able children to work together, sometimes allowing them to take specific roles in mixed-ability groups
- differentiation by task (including differentiated homework)
- differentiation by outcome
- setting individual targets
- provision of challenging activities across the whole curriculum
- liaise with partnership secondary schools as appropriate.

The following factors of their classroom work will be particularly important for 'More Able/Gifted and Talented' pupils:

- become independent learners
- 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
- carry out research tasks independently

Literacy

In years 7-9 children are taught Literacy in form groups. Our English teaching follows an in-house programme based on the Key Stage 3 National Curriculum documentation. The for group size is usually between 5-8 pupils and each class has Teaching Assistant support, this ensures that the more able children throughout the school are stretched and working to their true potential.

Numeracy

Similarly, Numeracy is taught in tutor groups within each year group. As in Literacy, the programme is developed in-house based on the Key Stage 3 National Curriculum documentation and pupil progress is monitored continuously. This allows teaching to be at its true best, which enables teachers to plan work that reflects the ability of the group.

Evaluation

The evaluation of the implementation of this policy will be achieved through a number of methods, including:

- routine classroom observations (differentiation element)
- scrutiny of planning (checking for Gifted and Talented provision)
- scrutiny of work
- identification procedures.

Conclusion

Oakfield School is keen to promote a learning environment with a positive ethos where achievement and success are regularly recognised and rewarded. Positive behaviour strategies are adopted within each classroom and throughout the school. (Including during 'out of school or lunchtime clubs'). In addition, children's achievements are recognised in our "Hubs" during the day, and "Rewards Hub" on Friday afternoon.

Evaluation and Review

This policy was developed and approved by the governing body during the autumn term 2013. The school will review this policy every year and assess its implementation and effectiveness.

Appendix 1 – Identifying More Able/Gifted and Talented Pupils

Definitions/descriptions/models of ability

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| <p>Gifted and talented children are those identified by professionally qualified persons as children who, by virtue of outstanding abilities, are capable of high performance. They require differentiated educational programmes and services beyond those normally provided by the regular school programme, if they are to realise their contribution to self and society.</p> |
| <p>Exceptionally highly able pupils are those who may demonstrate outstanding potential in one or more areas and whose functioning may be so far in advance of their peer group that a school provides additional learning experiences that develop, enhance and extend their identified abilities.</p> |
| <p>An exceptional pupil is one who is outstanding in either potential or achievement in one or more spheres of activity which can be regarded as beneficial to the pupil and to society.</p> |
| <p>Children capable of high performance include those who have demonstrated achievement and/or potential ability in any of the following areas:</p> <ul style="list-style-type: none">• General intellectual aptitude• Specific academic aptitude• Leadership ability• Creative or productive thinking |
| <p>Multiple Intelligences:</p> <ul style="list-style-type: none">• Linguistic: a facility with language, patterning and systems;• Mathematical and logical: likes precision and enjoys abstract and structured thinking,• Visual and spatial: thinks in pictures and mental images, good with maps, charts and diagrams, uses movement to assist learning;• Musical: sensitive to mood and emotion, enjoys rhythm, understands complex organisations of music;• Interpersonal: relates well to others, mediator, good communicator;• Interpersonal: self-motivated, high degree of self-knowledge, strong sense of values;• Kinaesthetic: good timing, skilled at handicrafts, likes to act and touch, good control of objects;• Naturalistic: the ability to see patterns and connections in the living world and the environment. |
| <p>Giftedness can come in several varieties. Some gifted individuals may be particularly adept at applying the components of intelligence but only to situations which are academic in nature. They may thus be 'test smart' but little more. Other gifted individuals may be particularly adept at dealing with novelty but in a synthetic rather than an analytical sense. Other gifted individuals may be 'street smart' in external contexts but at a loss in academic contexts. Thus, giftedness can be plural rather than singular in nature.</p> |
| <p>The 'gifted'. The term 'gifted' refers to children who are exceptionally able intellectually. This means those youngsters who:</p> <ul style="list-style-type: none">• Score an IQ of 130 or above on the Wechsler Intelligence Scale for Children, or the Scale for Adults or a correspondingly high level on another well recognised intelligence test.• Obtain a standardised score of 130 or above on an English or Mathematics attainment test such as produced by the National Foundation of Educational Research (NFER).• Are the winners or runners up in national or regional competitions in essay writing, mathematics, engineering or some other branch of technology or design. |

The ability to comprehend, absorb and manipulate knowledge in both the synthetic and analytic modes, though this intelligence does not have to be 'evident in a purely academic form'.

Checklist

The following characteristics (adapted from the 1998 Ofsted review of research by Joan Freeman) are not necessarily proof of high ability but the presence of some of these behaviours may alert teachers to the need to enquire further into a pupil's learning patterns and abilities.

He or she may:

- Be a good reader
- Be very articulate or verbally fluent for their age
- Give quick verbal responses (which can appear cheeky)
- Have a wide general knowledge
- Learn quickly
- Be interested in topics which one might associate with an older child or adult
- Communicate better with adults than peers
- Have a range of interests, some of which may border on obsessions
- Show unusual and original responses to problem-solving activities
- Prefer verbal to written activities
- Be logical
- Be self-taught in their own interest areas
- Have an ability to work things out in their head very quickly
- Have a good memory that they can access easily
- Be artistic
- Be musical
- Excel at sport
- Have strong views and opinions
- Have a lively and original imagination/sense of humour
- Be sensitive and aware
- Focus on their own interests rather than on what is being taught
- Be socially adept
- Appear arrogant or socially inept
- Be easily bored by what they perceive as routine tasks
- Show a strong sense of leadership
- Not necessarily be well-behaved or well-liked by others

Underachievement

He or She may:

- Have low self-esteem
- Be confused about their development and about why they are behaving as they are
- Manipulate their environment to make themselves feel better
- Tend towards a superior attitude to those around them
- Find inadequacy in others, in things, in systems, to excuse their own behaviours

Subject Specific Checklists

The following checklists are drawn from the QCA Gifted and Talented website (www.nc.uk.net/gt/) and Islington Arts and Media school (www.iamschool.co.uk) with some adaptations.

| Subject | Identifying Highly Able Pupils |
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| English (Literacy) | <p>Pupils who are highly able in English are likely to show some or all of the following characteristics.</p> <p>Creative Flair</p> <ul style="list-style-type: none"> • Writing or talking in imaginative and coherent ways • Elaborating on and organising content to an extent that is exceptional for their age <p>Stamina and Perseverance</p> <ul style="list-style-type: none"> • Using any suitable opportunities to produce work that is substantial and obviously the product of sustained, well directed effort <p>Communicative Skills</p> <ul style="list-style-type: none"> • Involving and keeping the attention of an audience by exploiting the dramatic or humorous potential of ideas or situations in imaginative ways • Taking a guiding role in helping a group to achieve its shared goals while showing sensitivity to the participation of others • Writing with a flair for metaphorical or poetic expression • Grasping the essence of particular styles and adapting them to their own purposes • Expressing ideas succinctly and elegantly, in ways that reflect an appreciation of the knowledge and interests of specific audiences • Using ICT to research ideas and create new text <p>Ability to Take on Demanding Tasks</p> <ul style="list-style-type: none"> • Researching, comparing and synthesising information from a range of different sources, including ICT • Engaging seriously and creatively with moral and social themes expressed in literature <p>Arguing and Reasoning</p> <ul style="list-style-type: none"> • Creating and sustaining accounts and reasoned arguments at a relatively abstract or hypothetical level, in both spoken and written language • Grasping the essence of any content and reorganising it in ways that are logical and offer new syntheses or insights • Justifying opinions convincingly, using questions and other forms of enquiry to elicit information and taking up or challenging others points of view |

Awareness of Language

- Understanding the nature of language and showing a special awareness of features such as rhyme, intonation or accent in spoken language and the grammatical organisation of written texts
- Showing an interest and enthusiasm for language study, including an awareness of the relationship between the sounds and words of different languages that are not apparent to most of their peers

Some pupils who are highly able in English may generally perform at levels of literacy that are notably advanced for their age group. Other pupils may have unusual abilities in specific areas – such as poetry, drama or their understanding of the nature and structure of language – while being unexceptional in the rest of their English work. In these cases it may be hard to relate pupils' ability to level descriptions.

It is vital to have a whole school perspective in order to recognise how high ability in English is revealed through other subjects. In other words literacy across learning which is one of the responsibilities of all outlined in CfE.

| Subject | Identifying Highly Able Pupils |
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| Mathematics (Numeracy) | <p data-bbox="411 232 1348 338">Pupils demonstrate high ability in mathematics in a range of ways and at varying points in their development. Pupils who are highly able in mathematics are likely to:</p> <ul data-bbox="459 344 1380 913" style="list-style-type: none"> • Learn and understand mathematical ideas quickly; • Work systematically and accurately; • Be more analytical; • Think logically and see mathematical relationships; • Make connections between the concepts they have learned; • Identify patterns easily; • Apply their knowledge to new or unfamiliar contexts; • Communicate their reasoning and justify their methods; • Ask questions that show clear understanding of and curiosity about mathematics; • Take a creative approach to solving mathematical problems; • Sustain their concentration throughout longer tasks and persist in seeking solutions; • Be more adept at posing their own questions and pursuing lines of enquiry <p data-bbox="411 954 1391 1317">Some pupils who are highly able in mathematics perform at levels that are unusually advanced for their age. Other pupils with exceptional mathematical potential may not demonstrate it in this way. For example, pupils may have high levels of mathematical reasoning but be unable to communicate their ideas well orally or in writing. Sometimes highly able pupils reject obvious methods and answers as too easy and opt for something more obscure. In these cases, formal testing alone is insufficient as a basis for identification. It is often helpful for teachers to provide enrichment and extension activities and to observe pupil responses to challenging activities.</p> |

| Subject | Identifying Highly Able Pupils |
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| Science | <p>Pupils who are highly able in science are likely to:</p> <ul style="list-style-type: none"> • be imaginative • read widely, particularly science or science fiction • have scientific hobbies and/or be members of scientific clubs and societies • be extremely interested in finding out more about themselves and things around them • enjoy researching obscure facts and applying scientific theories, ideas and models when explaining a range of phenomena • be able to sustain their interest and go beyond an obvious answer to underlying mechanisms and greater depth • be inquisitive about how things work and why things happen (they may be dissatisfied with simplified explanations and insufficient detail) • ask many questions, suggesting that they are willing to hypothesise and speculate • use different strategies for finding things out (practical and intellectual) - they may be able to miss out steps when reasoning the answers to problems • think logically, providing plausible explanations for phenomena (they may be methodical in their thinking, but not in their recording) • put forward objective arguments, using combinations of evidence and creative ideas, and question other people's conclusions (including their teacher's!) • decide quickly how to investigate fairly and manipulate variables • consider alternative suggestions and strategies for investigations • analyse data or observations and spot patterns easily • strive for maximum accuracy in measurements of all sorts, and take pleasure, for example, from reading gauges as accurately as possible (sometimes beyond the accuracy of the instrument) • make connections quickly between facts and concepts they have learned, using more extensive vocabulary than their peers • think abstractly at an earlier age than usual and understand models and use modelling to explain ideas and observations. Pupils may be willing to apply abstract ideas in new situations; pupils may be able to use higher-order mathematical skills such as proportionality, ratio and equilibrium with some complex abstract ideas when offering explanations • understand the concepts of reliability and validity when drawing conclusions from evidence • be easily bored by over-repetition of basic ideas • enjoy challenges and problem solving, while often being self-critical • enjoy talking to the teacher about new information or ideas • be self-motivated, willingly putting in extra time - (but they may approach undemanding work casually and carelessly) |

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| | <ul style="list-style-type: none"> • show intense interest in one particular area of science (such as astrophysics), to the exclusion of other topics. |
| Subject | Identifying Highly Able Pupils |
| Design & Technology | <p>Pupils who are highly able in design and technology are likely to:</p> <ul style="list-style-type: none"> • demonstrate high levels of technological understanding and application • display high-quality making and precise practical skills • have flashes of inspiration and highly original or innovative ideas • demonstrate different ways of working or different approaches to issues • be sensitive to aesthetic, social and cultural issues when designing and evaluating • be capable of rigorous analysis and interpretation of products • get frustrated when a teacher demands that they follow a rigid design-and-make process • work comfortably in contexts beyond their own experience and empathise with users' and clients' needs and wants. <p>Teachers may identify pupils who are highly able in design and technology by:</p> <ul style="list-style-type: none"> • performance at an unusually advanced level for their age group • the outcomes of specific tasks • evidence of particular aptitudes • the way pupils respond to questions • the questions that pupils ask themselves. <p>It is important for teachers to allow time for personal interaction with pupils. By observing the techniques and strategies that pupils use to tackle problems, teachers may pick up on abilities that do not come to light through more formal assessment procedures. It is important to acknowledge that these pupils may wish to hide the extent of their abilities.</p> <p>The pupils who are highly able in design and technology may be a very different group from those with abilities in other subjects. The breadth of designing and making means that some of them will have abilities in a specific area - for example working with food, using computer-assisted design (CAD) or high-quality making -- but not in others.</p> |

| Subject | Identifying Highly Able Pupils |
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| ICT | <p data-bbox="395 232 1046 264">Pupils who are highly able in ICT are likely to:</p> <ul data-bbox="443 309 1390 1227" style="list-style-type: none"> • demonstrate ICT capability significantly above that expected for their age • learn and apply new ICT techniques quickly, for example, pupils use shortcut keys for routine tasks effectively and appropriately; they quickly apply techniques for integrating applications such as mail merge and databases • use initiative to exploit the potential of more advanced features of ICT tool example, pupils investigate the HTML source code of a website and apply features such as counters or frames to their own web designs • transfer and apply ICT skills and techniques confidently in new contexts for example, having learned about spreadsheet modelling in a mathematical context, they recognise the potential of applying a similar model in a science investigation • explore independently beyond the given breadth of an ICT topic for example, they decide independently to validate information they have found from a website; having learned control procedures for a simple traffic light model, they extend their procedure to include control of a pedestrian crossing • initiate ideas and solve problems, use ICT effectively and creatively, develop systems that meet personal needs and interests for example, they create an interactive fan club website that sends out a monthly newsletter to electronic subscribers (either working on their own, or collaboratively with peers) <p data-bbox="395 1272 1390 1451">When identifying pupils who are highly able in ICT, it is important to remember that they may not be highly able in all aspects of the subject. For example, some pupils may be able to use high-level programming skills to solve control problems, but may not be as good at constructing and investigating databases.</p> |

| Subject | Identifying Highly Able Pupils |
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| History | <p>Pupils who are highly able in history are likely to show some or all of the following characteristics.</p> <p>Literacy They may:</p> <ul style="list-style-type: none"> • perform at levels of literacy that are advanced for their age; • show particular skill at inference and deduction when reading texts; • synthesise information to present a cogent summary; • use subject-specific vocabulary confidently; • follow and contribute effectively to a line of argument in discussion by making relevant contributions and substantiating points with evidence; • access complex source materials with growing independence. <p>Historical knowledge They may:</p> <ul style="list-style-type: none"> • have an extensive general knowledge, including a significant amount of historical knowledge; • develop with ease a chronological framework within which to place existing and new knowledge; • demonstrate a strong sense of period as a result of study. <p>Historical understanding They may:</p> <ul style="list-style-type: none"> • grasp quickly the role of criteria in formulating and articulating a historical explanation or argument; • understand and apply historical concepts to their study of history; • be able to draw generalisations and conclusions from a range of sources of evidence; • seek to identify patterns and processes in what they study, while being aware of the provisional nature of knowledge; • appreciate that answers arrived at depend largely on the questions asked; • recognise how other disciplines can contribute to the study of history and draw readily on what they learn in other subjects to enhance their historical understanding. <p>Enquiry They may:</p> <ul style="list-style-type: none"> • be able to establish and follow a line of enquiry, identifying and using relevant information; • be good at reasoning and problem solving; • think flexibly, creatively and imaginatively; • show discrimination when selecting facts and evaluating historical evidence; • manipulate historical evidence and information well; • appreciate the nature of historical enquiry; • question subject matter in a challenging way; • be intrigued by the similarities and differences between different people's experiences, times and places and other features of the past; • thrive on controversy, mystery and problems of evidence; |

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| | <ul style="list-style-type: none"> • show resourcefulness and determination when pursuing a line of enquiry. |
| Subject | Identifying Highly Able Pupils |
| Geography | <p>Pupils who are highly able in geography are likely to:</p> <ul style="list-style-type: none"> • understand concepts clearly so that they can apply this understanding to new situations in order to make interpretations, develop hypotheses, reach conclusions and explore solutions. They understand geographical ideas and theories, and apply them to real situations; • communicate effectively using both the written and spoken word. They communicate knowledge, ideas and understanding in ways that are appropriate to the task and audience (for example, writing formal letters and reports, producing brochures representing particular groups). They learn subject-specific vocabulary, use it accurately and are able to define words; • reason, argue and think logically, showing an ability to manipulate abstract symbols and recognise patterns and sequences. They use and apply mathematical principles (such as area, shape, spatial distribution) and formulae (such as Spearman's rank correlation coefficient) to solve geographical tasks and problems. They identify their own geographical questions and establish sequences of investigation. They understand, and are able to explain, complex processes and interrelationships (for example, within and between physical and human environments); • enjoy using graphs, charts, maps, diagrams and other visual methods to present information. They transform relief shown by contour lines into three-dimensional models in their minds. They are competent and confident in using the wide range of visual resources required in geography – aerial photographs, satellite images, maps of different types and scales, GIS systems and so on; • be confident and contribute effectively when taking part in less formal teaching situations. They take part readily in role-play situations or simulations and enjoy contributing to outdoor fieldwork; • relate well to other people, showing an ability to lead, manage and influence others, appreciating and understanding others' views, attitudes and feelings. They are willing to share their knowledge and understanding, and steer discussion; • have a more highly developed value system than most pupils of their age. They have well-considered opinions on issues such as the environment and the inequalities of life in different places; • have a wide-ranging general knowledge about the world. They have good knowledge of where places are in the world and of topical issues; • be able to transfer knowledge from one subject to another. They transfer their knowledge of physics, for example, to understanding climate. Or they transfer knowledge of the industrial revolution from history to help explain the location of industry in the UK; • be creative and original in their thinking, frequently going beyond the obvious solution to a problem. For example, if faced with the problem of storm pipes being unable to cope with sudden storm surges in an area, they might suggest taking measures like afforestation to reduce storm surges, rather than proposing technical improvements to the pipe system. If faced with the problem of |

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| | congested roads, they might suggest taxing cars more heavily, improving public transport or changing land use patterns, rather than building bigger roads. |
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| Subject | Identifying Highly Able Pupils |
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| Modern Foreign Languages | <p>Pupils who are highly able in modern foreign languages are likely to:</p> <ul style="list-style-type: none"> • have a strong desire to put language together by themselves. They apply principles from what they have learned to new situations, transforming phrases and using them in a different context, often with humour • show creativity and imagination when using language. They often extend the boundaries of their knowledge and work beyond what they have learned, not wishing simply to respond and imitate, but to initiate exchanges and to create new language • have a natural feel for languages. They are willing to take risks and see what works, knowing instinctively what sounds right and what looks right; they are acutely and swiftly aware of the relationship between sound and spelling • pick up new language and structures quickly. They may have excellent aural and oral skills and may be able to cope with rapid streams of sound and identify key words at an early stage; they may also display outstanding powers of retention, both immediately and from one lesson to the next • make connections and classify words and structures to help them learn more efficiently. They are able to evaluate new language critically, recognising the grammatical function of words • seek solutions and ask further questions. They may test out their theories and seek to solve linguistic problems, sometimes challenging the tasks set and trying to understand their relevance to the language-learning process • have an insight into their own learning style and preference. They may say how they like to learn vocabulary or structures; they are clear about the type of tasks they like doing; they may show or display an ability to work independently, without supervision, and to make effective use of reference material • show an intense interest in the cultural features of the language being studied. They may use idiom in the language itself and explore the history and traditions of the language; some pupils may wish to share knowledge with peers |

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| Art and Design | <p data-bbox="395 232 1198 264">Pupils who are highly able in art and design are likely to:</p> <ul data-bbox="443 304 1388 1709" style="list-style-type: none"> <li data-bbox="443 304 1388 443">• think and express themselves in creative, original ways. They want to follow a different plan to the other pupils, challenge the tasks given, or extend the brief in seemingly unrelated or fantastic directions <li data-bbox="443 454 1388 629">• have a strong desire to create in a visual form. They are driven by ideas, imagination, flights of fancy, humanitarian concerns, humour or personal experience; they persevere until they have completed a task successfully, with little or no intervention from the teacher <li data-bbox="443 640 1388 853">• push the boundaries of normal processes. They test ideas and solve problems relating to concepts and issues; they explore ways to depict ideas, emotions, feelings and meanings; they take risks without knowing what the outcome will be; they change ideas to take into account new influences or outcomes <li data-bbox="443 864 1388 1003">• show a passionate interest in the world of art and design. They are often interested in a specific culture (possibly relating to their own cultural background or sense of identity), particular art forms, contemporary culture or youth culture <li data-bbox="443 1014 1388 1153">• use materials, tools and techniques skilfully and learn new approaches easily. They are keen to extend their technical abilities and sometimes get frustrated when other skills do not develop at the same time <li data-bbox="443 1164 1388 1263">• initiate ideas and define problems. They explore ideas, problems and sources on their own and collaboratively, with a sense of purpose and meaning <li data-bbox="443 1274 1388 1373">• critically evaluate visual work and other information. They make unusual connections between their own and others' work; they apply ideas to their own work in innovative ways <li data-bbox="443 1384 1388 1523">• exploit the characteristics of materials and processes. They use materials and processes in creative, practical and inventive ways; they explore alternatives and respond to new possibilities and meanings <li data-bbox="443 1534 1388 1709">• understand that ideas and meanings in their own and others' work can be interpreted in different ways. They use their knowledge and understanding to extend their own thinking and realise their intentions; they communicate original ideas, insights and views |

| Subject | Identifying Highly Able Pupils |
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| Drama | <p data-bbox="392 235 1086 264">Pupils who are highly able in drama are likely to:</p> <ul data-bbox="443 304 1362 909" style="list-style-type: none"> <li data-bbox="443 304 1171 336">• be able to speak confidently on a given subject; <li data-bbox="443 344 1310 376">• be able to work with voice in a manner relevant to drama; <li data-bbox="443 385 1283 454">• be able to seek the opinions of others when engaged in practical group work; <li data-bbox="443 463 1230 495">• be able to seek the opinions of others in discussion; <li data-bbox="443 504 1353 573">• be able to work co-operatively in groups and understand the meaning of team work; <li data-bbox="443 582 1150 613">• understand the importance of communication; <li data-bbox="443 622 1098 654">• take an active role in the learning process; <li data-bbox="443 663 1362 732">• understand drama techniques and use them in planning their work; <li data-bbox="443 741 1283 810">• explore issues in their environment and experience and understand their relevance to drama; <li data-bbox="443 819 1251 851">• be able to use the language of drama in written work. <li data-bbox="443 860 1326 909">• be able to demonstrate a strong awareness of audience in performance and also in the content of their practical work |

| Subject | Identifying Highly Able Pupils |
|----------------|---|
| Music | <p>Pupils who are highly able in music are likely to:</p> <ul style="list-style-type: none"> • be captivated by sound and engage fully with music • select an instrument with care and then be unwilling to relinquish the instrument • find it difficult not to respond physically to music • memorise music quickly without any apparent effort, be able to repeat more complex rhythmical and melodic phrases given by the teacher and repeat melodies (sometimes after one hearing) • sing and play music with a natural awareness of the musical phrase - the music makes sense • demonstrate the ability to communicate through music, for example to sing with musical expression and with confidence • show strong preferences, single-mindedness and a sustained inner drive to make music. • show a high degree of motivation and commitment to practice and performance. <p>Pupils more often show their musical abilities through the quality of their response than the complexity of their response. Musical quality is very difficult to define in words, as music is a different form of communication to language. The closest we can get is to say that it 'sounds right': skills and techniques are used to communicate an intended mood or effect. Therefore musical ability is at least as much about demonstrating a higher quality response within levels as about attainment at higher levels. Musical ability can be seen at every level of attainment.</p> <p>Pupils who have ability for music show a particular affinity with sound. This is sometimes hard to identify, especially when it is not combined with more general ability. It is however often most significant, since it may be a pupil's only route to real success, increasing their self-esteem and motivation for other areas of learning.</p> <p>Some teachers believe that music is only accessible for pupils with musical talent: that pupils are either musical, or not musical. This is not the case. All pupils can develop musical skills, knowledge and understanding. Some may need more or less help, but this is no different from any other subject. Teachers need to recognise the different needs of all pupils, including not only those who are highly able, but those who are more highly able across several subjects.</p> <p>Music provides a context in which generically highly able pupils (that is, those who are more generally highly able across several subjects) can be identified and developed. In music, pupils have to deal with a complex range of different and simultaneous factors and bring them together when making and responding to music, using skills which are often associated with highly ability. Teachers have often commented on the way that quickness in remembering rhythmic patterns suggests the ability to think quickly and assimilate information. Similarly, a difficulty with remembering patterns can indicate potential issues across subjects - teachers have found that music can help them to identify pupils who may require additional support.</p> <p>Because music is abstract, it provides a way of identifying and developing skills that are not language dependent. This means that it can play a particularly important part in helping to recognise highly ability in pupils whose language skills have not yet developed, especially those for whom English is not their first language.</p> |

| Subject | Identifying Highly Able Pupils |
|----------------|---|
| RME | <p data-bbox="392 235 1066 264">Pupils who are highly able in RME are likely to:</p> <ul data-bbox="443 304 1362 636" style="list-style-type: none"><li data-bbox="443 304 1362 371">• show high levels of insight into, and discernment beyond, the obvious and ordinary;<li data-bbox="443 380 1362 448">• make sense of, and draw meaning from, religious symbols, metaphors, texts and practices;<li data-bbox="443 456 1362 560">• be sensitive to, or aware of, the numinous or the mystery of life, and have a feeling for how these are explored and expressed;<li data-bbox="443 568 1362 636">• understand, apply and transfer ideas and concepts across topics in RME and into other religious and cultural contexts. <p data-bbox="392 676 938 705">In more general terms, they may also:</p> <ul data-bbox="443 714 1362 822" style="list-style-type: none"><li data-bbox="443 714 1362 781">• have highly-developed skills of comprehension, analysis and research;<li data-bbox="443 790 1362 822">• show quickness of understanding and depth of thought. |

| Subject | Identifying Highly Able Pupils |
|----------------|---|
| PE | <p>Pupils who are highly able in PE are likely to show many or all of the following characteristics in their performance and approach to PE, sport and dance.</p> <p>Approach to work They may:</p> <ul style="list-style-type: none"> • be confident in themselves and in familiar contexts • take risks with ideas and approaches, and be able to think 'outside the box' • show a high degree of motivation and commitment to practice and performance. <p>Effective performance They may:</p> <ul style="list-style-type: none"> • be independent, thoughtful performers, actively forming and adapting strategies, tactics or compositions • be able to reflect on processes and outcomes in order to improve performance, understanding the close and changing relationship between skill, fitness and the tactics or composition of their performance • be good decision-makers and able to take the initiative, often showing high levels of autonomy, independence and leadership • be creative, original and adaptable, responding quickly to new challenges and situations, and often finding new and innovative solutions to them. <p>Body skilfulness and awareness They may:</p> <ul style="list-style-type: none"> • have a high degree of control and coordination of their bodies • show strong awareness of their body in space • combine movements fluently, precisely and accurately in a range of contexts and activities. <p>Some pupils may have unusual abilities in specific aspects of the programme of study or areas of activity, such as:</p> <ul style="list-style-type: none"> • evaluating and improving performance through leadership • acquiring, developing and performing advanced skills and techniques • conceptual understanding, shown through the sophisticated selection and application of advanced skills, tactics and compositional ideas for their age • particularly high levels of fitness for their age, in both specific and general areas • specific strengths in general areas, such as games activities or dance activities. <p>Some pupils perform at high levels in sport or dance in the community, for example basketball, high jump, jazz dance or sailing. Teachers should be aware that age and physical maturation can lead to better performance at certain ages and stages, but they are not a characteristic of high ability in PE and sport.</p> |

Extract taken from Scottish Network for Able Pupils, Guidance for addressing the needs of highly able pupils. Pages 7 to 22.

Appendix 2 – More Able/Gifted and Talented Register

| YEAR 7 | | | | | | | |
|---------|----------|-------|--------|----------|--|----------------------------|--------|
| Surname | Forename | Class | Gifted | Talented | Reason (brief description of ability/reasons for nomination) | G or T area | Date |
| | | | Y | Y | More able in Reading and Writing. Shows very promising art | Reading, Writing, Art | Sep-13 |
| | | | Y | | Levels well above national expectations in Literacy. | Reading and Writing | Sep-13 |
| | | | | Y | Talent across the arts(observational drawing). | Art | Sep-13 |
| | | | Y | | Levels well above national expectations in Writing, Reading | Literacy and Art | Sep-13 |
| | | | Y | | Very talented in all areas of Literacy (Reading, Writing and | Literacy and Maths | Sep-13 |
| | | | Y | | Very able in Maths and shows very good understanding. | Maths | Sep-13 |
| | | | Y | | Very able for Reading. | Reading | Sep-13 |
| | | | Y | | More able for Maths, Reading and Writing | Maths, writing and Reading | Sep-13 |
| | | | | Y | Talented in Art. | Art | Sep-13 |
| | | | Y | Y | Demonstrates more able abilities in some areas. | Maths, Science and PE | Sep-13 |
| | | | Y | | More able in Reading and Writing | Reading and Writing | Sep-13 |

This Policy was reviewed September 2017.

Signed:

Mr Lee Morfitt (Chair of Governors)