



Most Able and Talented Provision Policy

Approved Autumn 2016

All school policies are reviewed by Governors annually

Rationale

This policy is part of the framework for inclusion at Bournside School. We are committed to providing an environment in which all students are enabled to reach their potential. The policy outlines the school's approach in meeting the duty to provide for upper ability students.

Aims

- To provide opportunities that allow all students to develop their strengths and talents
- To create access to a challenging curriculum including work at a higher cognitive level
- To encourage students to become independent learners
- To maintain a culture that acknowledges hard work, high standards and success
- To enable students at Bournside to achieve academic success that reflects potential
- To ensure a balance of examination success and personal and social development

Definitions

The school regards most able students as:

Children and young people who are achieving, or have the potential to achieve, at a significantly higher level in academic subjects than the rest of their peer group within the school.

The school regards talented students as:

Children and young people who are achieving, or have the potential to achieve, at a significantly higher level in practical subjects (music, sport, drama, art) than the rest of their peer group within the school.

The last government guidance published by the DfE suggested that approximately 10% of children in each school will be identified as their highest achieving students. This indicator is used by the school merely as a guideline, not a cap.

Principles

The school will adopt the following principles in its provision for meeting the needs of most able and talented students:

- Provision for most able and talented is an integral part of effective teaching and learning. This is recognised by the inclusion in the Teaching Standards (September 2012) of an expectation to support and challenge the most able and talented
- Support is given to students' personal, emotional and social wellbeing
- Encouragement and opportunities are given to develop self confidence
- All students are kept safe from bullying and discrimination

- All students, including most able and talented students, experience teaching and learning that challenges, stretches and excites them in an environment that celebrates excellence
- Effective transition processes between all phases of education that support continuity in progression
- Links will be made with other schools, agencies and organisations to support the provision for most able and talented students

Identification

Most able and talented students will be identified as early as possible. In order to recognise that students' abilities develop at different rates, the identification process will be performed bi-annually for every cohort. Ability is often subject-specific and therefore departments hold their own registers in addition to the central register.

The following elements will combine to aid identification

- Test results (KS2 SATs, Internal CATs)
- Specific departmental criteria
- Achievement in extra-curricular activities (particularly important in the identification of talented students)
- Previous list of register of most able and talented
- Information from previous school (Year 7 only)

Roles and Responsibilities

Those responsible for overseeing the provision for most able and talented students are:

- The member of SLT responsible for line managing the Head of Higher Education and Able & Talented Provision across the school
- Head of Higher Education and Able & Talented Provision, with responsibility for the strategic and operational development of the area
- Able & Talented Student Support, with responsibility for the operational development of provision
- Admin Services team, with responsibility for updating the school's management information systems with accurate student details regarding Able and Talented Provision.

General principles of Provision

- Students will be encouraged to embrace challenge and seek ways to extend their learning or talents.
- Homework is matched to the ability of the students
- Setting arrangements are flexible and differentiation of provision will support all abilities when it is appropriate
- Opportunities are provided within school for students to work in ability groups
- Opportunities for talented students are met within extra-curricular opportunities, as appropriate
- Assessment for Learning practice will encourage regular feedback and self-evaluation
- Subjects will seek enrichment opportunities beyond the classroom when appropriate
- Activities and opportunities for most able and talented students must ensure that core curriculum entitlement is substantially preserved
- Recognition, celebration and rewarding of achievement of all students will be standard practice

In class provision

Each department is responsible for identifying most able and talented students in their subject area.

Strategies for effectively meeting their needs include the following:

- Teachers having high expectations
- Use of guided work
- Tasks taking account of prior knowledge, skills, understanding and attainment
- Planned group work and opportunities for discussion
- Access to higher level assessment papers where appropriate
- Use of questioning techniques
- Use of higher order thinking skills such as analysis, synthesis and evaluation
- Use of technologies as appropriate
- Student led research and independent learning
- Cross curricular links
- Explicit teaching of study and thinking skills; encouraging metacognition
- The creation of leadership opportunities
- Assessment for Learning (AFL) – independent target setting and peer assessment
- Planned extension opportunities
- Departments may have additional ways to support talented students

Out of class Provision

Opportunities are provided for all students to participate in activities and initiatives that develop their strengths and talents. These may include:

- School clubs and enrichment opportunities e.g. Oxbridge & Russell Group preparation club
- Fast track groups and master classes
- School and community performances
- School trips, residential courses, festivals and competitions
- Visiting experts and partnerships with other schools
- Extension materials located within the Virtual Learning Platform
- School council
- Homework clubs
- Assemblies
- County/Area/National representation in sport
- The Brilliant Club
- Mentoring Programmes
- Leadership opportunities

Monitoring and development

- Provision for most able and talented students is rigorously monitored to ensure that outcomes for most able and talented students are at least in-line with other significant groups of students in the school.
- Improving the achievement and progress of most able and talented students is a key focus area for the school's development and as such, this has its own strategic development plan.
- Departments will monitor provision for curriculum provision through improvement plans
- The Head of Higher Education and Able & Talented Provision will lead whole school training and work closely with departments.