



---

# OWLS Academy Trust

---

## Academically More Able Policy

---

Adopted by The OWLS Academy Trust on	
Next Review Due	

The OWLS Academy Trust is committed to maximising the potential of all our pupils. We recognise our gifted and talented pupil have particular needs if they are to achieve success educationally, socially and emotionally.

Our policy of maximising the potential of our gifted and talented pupil is understood and supported at all levels in our schools, including with governors and staff, as well as pupil and parents/carers.

This policy is implemented in order to support each school's vision.



## **Aims and Objectives**

---

Through this policy we aim to ensure that:

- We recognise the different needs of our gifted and talented pupil, including those who coast, are underachieving, have special educational needs (which may be hidden or masked by their ability) or are from ethnic minorities.
- Every gifted and talented pupil receives an appropriate education to meet their needs;
- We provide appropriate opportunities to stretch and challenge the skills and talents of our gifted and talented pupil;
- We recognise the social and emotional needs of our gifted and talented pupil and support them as part of our policy, including poor risk-taking skills and perfectionism;
- We have a school environment which positively supports our gifted and talented pupils, actively encouraging questioning and challenge, as well as creativity and higher order thinking skills.



## **Definition**

---

We recognise that there are many definitions of gifted and talented. In the OWLS Academy Trust we use the following definition:

- Pupils who are performing academically at two levels above their expected level;
- Pupils who are particularly talented in art, music, drama and related subjects which are at least two levels above their expected level;
- Pupils who have the potential to achieve above their expected level but who, for whatever reason, are not performing at this level.



## **Identification**

---

Our overarching identification policy is to identify the pupils who fall into our stated definition of gifted and talented pupils. We identify gifted and talented pupil through:

- School tests (state achievement tests i.e. SATS results; CATS scores – ability tests, end of year exams);
- Nomination by class teachers as a result of performance in the classroom;
- Information provided from home about any out of school activity (i.e. county tennis champion) or work done at home (i.e. providing portfolio evidence).

We recognise that some pupil will not be obvious candidates for our gifted and talented programme, but when they are challenged and enthused in an appropriate way their gifts or talents are more likely to become apparent.

We recognise that pupils may not be gifted and talented in every subject and our policy makes allowances for this to ensure that pupils are supported in their areas of need and stretched and challenged in their area of talent and potential.



## **Providing Feedback to Parents/Carers**

---

It is important that parents/carers are kept informed of their child's status as gifted and talented. This is done:

- Through a meeting, should they request it, at each parents/carers meeting with the designated person;
- Through a meeting at least once a year with all parents/carers of the pupil in the year or school in the gifted and talented cohort. The purpose of this meeting is to outline:
  - How the school identifies our gifted and talented pupils;
  - What we are doing to support them
  - The open door policy;
  - Identify a named person to see to discuss any issues that may arise.

We believe that involving parents/carers and having a positive working relationship between school and home is extremely important if a pupil is to maximise their potential.



## **Provision**

---

Whilst the needs of every individual gifted and talented pupil will be different, there are particular school provisions that are especially beneficial to our gifted and talented cohort. These include:

- Enrichment and extension work within every lesson;
- Extension exercises on all homework which helps with creativity and higher order thinking skills and, importantly, is not simply "more of the same";
- Opportunities for collaboration between our gifted and talented pupil within class, across classes in the same year and across year groups;
- Opportunities for educational trips and visits to develop talent;
- Opportunities to develop higher order thinking skills, including critical and creative thinking;
- Opportunities to question concepts to extend understanding, including following teacher feedback.
- Opportunities for pupil to develop self-regulation skills.



## **Specific Policies**

---

### **Acceleration**

This will be evaluated by the head teacher of each school in consultation with staff on a case-by-case basis in positive consultation with parents/carers. Issues we take into account include:

- The abilities and potential of the pupil;
- The social and emotional maturity of the pupil;
- The ability of the pupil to cope with higher age pupil without feeling isolated

### **Flexi-Schooling**

This will be evaluated by the head teacher of each school in consultation with staff on a case-by-case basis in positive consultation with parents/carers. Issues we take into account include:

- The abilities and potential of the pupil;
- The social and emotional maturity of the pupil;
- The ability of the pupil to cope with a flexi-timetable without feeling isolated or without their grades suffering.



## **Co-ordination**

---

We believe it is important to co-ordinate our Academically More Able Policy, which we do by assigning responsibilities.

### **Lead Governor**

- Annually report to the governing body of each school on the progress of this policy;
- Annually meet with the designated person to evaluate the policy and provision

### **Designated Person**

- Oversee the gifted and talented strategy;
- Keep a register of all gifted and talented pupil and their provision;
- Develop our gifted and talented strategy and policy;
- Annually interview all gifted and talented pupil (or ensure it is done);
- Liaise with parents/carers;
- Monitor statistics on the impact of the gifted and talented policy.

### **Subject-Specific Teachers**

- Keep up-to-date with talent development within the subject;
- Keep a subject-specific register of the gifted and talented pupils;
- Implement subject-specific initiatives to maximise the potential of all pupils, including those identified as gifted and talented.