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# OWLS Academy Trust

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## Academically More Able Policy

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Reviewed annually

Approved by Jonathan Tedds, Chair of Governor

Adopted by The OWLS Academy Trust on	
Next Review Due	

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## **Statement of intent**

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

Our policy of maximising the potential of our gifted and talented pupils is understood and supported at all levels in the school, including with governors and all staff, as well as pupils and parents/carers. This policy is implemented in order to support our school vision.



# 1. Aims and objectives

Aims The aim of this policy is to ensure that we:

- identify pupils who are achieving or have the potential to achieve significantly in advance of the average for their year group
- provide for the learning needs of those children who may be identified as more able, gifted and talented
- prepare these pupils for the opportunities, responsibilities and experiences of life

In the OWLS Trust we aim to provide a curriculum that is appropriate to the needs, abilities and aptitudes of all pupils and emphasise that all pupils have the same entitlement to the best education possible. The curriculum will acknowledge the different needs of pupils of the same age and within the same class. Each pupil should be helped to aim for the highest possible personal achievement by the provision of intellectually challenging tasks and achievable goals. Pupils with English as an additional language (EAL) and pupils with disabilities and or special educational needs (SEN) will be given equal access to identification.

In the OWLS Trust we aim to achieve this by:

- to promote a culture in which achievements of all kinds are celebrated;
- to provide a full and balanced curriculum that is stimulating, enjoyable, challenging and takes account of all children's specific learning needs and styles;
- to identify and monitor a child's needs at the earliest possible stage;
- to track the progress of each child identified as 'more able';
- to devise strategies for provision which include both organisational and curricular strategies as part of a differentiated, extended and enriched experience;
- to encourage pupils to be involved in setting their own targets and being actively involved in their own learning;
- To provide opportunities for these pupils through links with the upper schools
- to provide opportunities to develop specific skills and talents where appropriate;
- to meet the particular social and emotional needs associated with 'more able';
- Advice and guidance on websites
- To work in partnership with parents of more able pupils.

## 2. Definition

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

As a working definition we will apply the following guidelines:

**"Gifted"** - having academic ability in one or more subjects, significantly above the national average, who can apply skills **ACROSS OTHER CURRICULUM SUBJECTS**.

**"Talented"** - having a particular talent in Art, Music, Drama, P.E. and languages, i.e. the focus being in **ONE**.

**"More able"** - working above the expected level in a particular area.

*If a child is exceeding in reception they will be classed as more able. In year 2 if a child was a level 3 or GDS they are recorded as more able.*

### 3. Identification

Identification of More Able Pupils, Identification is not about labelling pupils but ensuring effective and suitable provision. By identifying the 'more able' pupil teachers can assess needs which should inform the planning of work to ensure appropriate pace, rigour and challenge. There is no single method which will identify the 'more able' pupil, or one method which can be entirely accurate.

As such we use a variety and combination of methods:

- Tests and assessments
- If a child is exceeding in reception they will be tracked into year 2 as more able and then reassessed in year 2.
- If a child achieved a level 3 or GDS in year two they will be identified as more able and tracked as more able till year 6.
- Foundation Stage Profile
- Teacher Assessments made from Assessments
- KS1 and KS2 SATs
- Teacher observation
- Information from external agencies
- Parental information

### 4. Providing feedback to parents/carers

We wish to involve pupils and parents in all the procedures outlined in this policy. Parents are welcome to come into school at any time to discuss with teachers the development of pupils' gifts and talents. Pupils who are identified as being more able, gifted and talented will be informed through usual target setting and class-based assessment procedures. They will be given challenging learning experiences and set targets that will support them in realising their potential. Parents will be informed about their child's gifts and talents at parent evenings and through the yearly written report. Parents will be kept fully informed of ways in which they can support their child to develop their gifts and talents.

### 5. Provision

- 5.1. 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 pupils 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 pupils to develop self-regulation skills.

## **6.Management**

All adults in each school in the OWLS Trust have a responsibility for gifted and talented pupils. It is the responsibility of every teacher to provide an appropriate curriculum for more able, gifted and talented pupils in their classes. Monitoring and evaluation procedures in every subject include the monitoring of planning and differentiation in all classes, is the responsibility of the co-ordinator. There is a named governor with responsibility for more able, gifted and talented pupils.

### **The Role Of The Governors in each school:**

- Will ensure that there is a whole school policy for addressing the needs of more able children.
- Will monitor and evaluate the implementation and effectiveness of the schools policy.
- Will consider the needs of more able children in school development and financial planning.

### **The Head Teacher in each school in the Trust:**

- Will identify a co-ordinator to take lead responsibility for the school's provision for more able pupils.
- Will ensure that there is a policy in place.
- Will monitor the implementation of the policy.
- Will monitor the progress of more able pupils through regular review and discussion with the co-ordinator.
- Will ensure that the governors receive regular reports on the implementation of the whole school policy. The co-ordinator for more able/gifted and talented pupils
- Will evaluate and review the school's policy for the education of the more able pupils.
- Will work with staff to identify the "Gifted and Talented" pupils.
- Will work with staff to ensure lesson plans have clear differentiation to meet the needs of the Gifted and Talented.
- Will support the Head Teacher and Deputy Head Teacher to carry out classroom observation to monitor the teaching of the Gifted and Talented.
- Will carry out analysis of available data to identify progress made and future areas for development.
- Will carry out an analysis of the views of the pupils and the parents/carers to evaluate the overall impact of the programme.

- Will attend meetings with the other cluster schools to share good practice.
- Will write and implement the targets for the yearly development plan.

## **7. Specific policies**

### **6.1. Acceleration**

- This will be evaluated by the headteacher of each school in consultation with the 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 pupils without feeling isolated.

### **6.2. Flexi-schooling**

- This will be evaluated by the headteacher of each school in consultation with the 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.
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