

Woodlands Schools Hutton Manor



More Able & Talented Policy

This policy includes EYFS

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More Able & Talented Policy – Hutton Manor

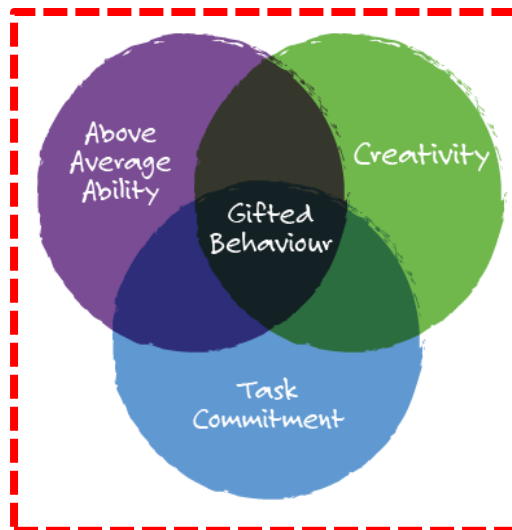
Rationale:

Why ‘More Able and Talented’ and not just ‘Gifted and Talented’?

At Hutton Manor, we believe that ‘Gifted Behaviour’ is more than simply high test scores or an aptitude for a subject. Inspection has proven that we already provide ‘challenging and creative opportunities in class’ and that pupils of all abilities make good progress in response to the ‘high level of knowledge of the pupils’ individual needs and use of support or challenge in lessons’. Therefore, the More Able Talented (MAT) initiative is designed to identify truly ‘Gifted’ pupils and provide them with opportunities and challenges above and beyond those offered in the classroom. Our approach recognises that Task Commitment is an important component in true ‘giftedness’ and therefore motivation is a desired characteristic when identifying MAT pupils.

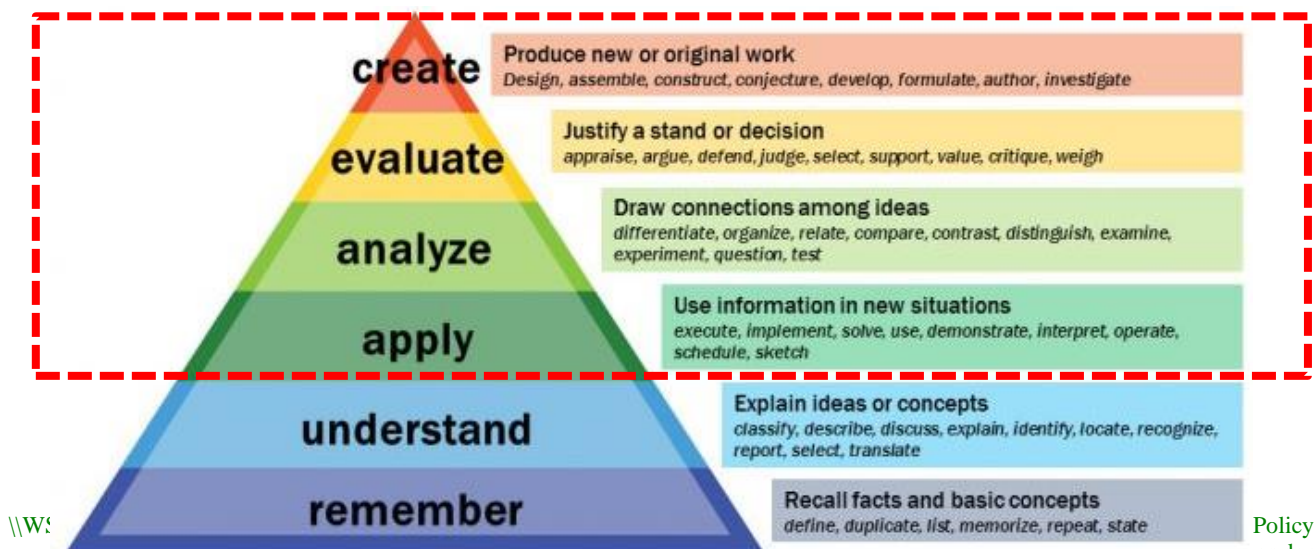
What makes a child ‘Gifted’?

Three-ring Conception of Giftedness



What is creativity, how do we define it and promote it?

We use the higher levels of Bloom’s Taxonomy to demonstrate creative ability and higher order thinking.



All teachers have Bloom's Taxonomy Question Stems and these form the basis of our questioning and planning. Whole-school training has taken place to embed higher-order thinking across the curriculum and ensure that lessons are planned using this model to help to differentiate tasks.

Creativity is one of the core values of our school and is celebrated publicly in our weekly celebration assemblies where children are acknowledged with certificates for creativity in any area of the school.

Creativity is intelligence having fun – Albert Einstein

Aims:

At Hutton Manor we aim for all students, including More Able Talented & Motivated learners, to be challenged to achieve their highest potential and to be independent lifelong learners with exceptional leadership skills.

We will achieve this through

- a culture of support, challenge and high expectations for all pupils in all aspects of school provision across the age range
- consistent Quality First Teaching across the school
- an inspirational school experience
- provision which matches the learning needs of individual pupils, counteracting disadvantage and preventing underachievement.

This policy relates to these aims with the specific needs of the more able pupils in mind.

This policy should be read in conjunction with:

- Homework Policy
- Learning Enhancement Policy
- Subject Policies

At Hutton Manor we define MAT pupils as those who demonstrate the aptitude to achieve at the highest level in one or more subjects or skills, demonstrating creative thinking, motivation and task commitment. Typically **more able** pupils may excel in one or a range of academic areas whereas pupils who are classified as **talented** may excel in the sports or the arts e.g. – gymnastics, music. We are also alert to those pupils who excel in wider skills such as leadership or entrepreneurship and offer opportunities to realise these skills. MAT pupils may:

- be already performing at high levels,
- have the potential to achieve at high levels but have not yet done so
- be exceptionally able, i.e. far in advance of age-related expectations.
- Be motivated and committed
- Persevere with their learning and be willing to take risks and learn from their mistakes
- Demonstrate creative aptitude and higher order thinking skills
- Have courage to fail
- Are open to new learning
- Want to challenge themselves to achieve more in one discipline or several disciplines

Hutton Manor aims to develop MAT pupils who:

- demonstrate increasingly successful attainment across a range of subjects and domains
- make greater or faster than expected progress within the identified area of skill or talent(in relation to their peer group)
- model outstanding attitudes to learning and develop high level independent learning skills
- have high expectations of themselves and others in their work, school life, higher education and career choices.

Hutton Manor will:

- embed an ‘excellence for all’ approach in all aspects and at all levels of school life
- ensure MAT provision benefits all learners; not only those identified as MAT but the wider school population
- improve aspirations, opportunities and outcomes for MAT students by constantly improving and personalising mainstream provision
- provide a curriculum that stretches pupils by meeting their needs in class and beyond
- focus on pupil progress through Quality First Teaching and linked to high quality assessment for learning
- develop expertise and capacity among the school’s leaders, subject leaders, teachers and support staff to meet the needs of MAT pupils through training and continuous personal development
- engage parents as co-partners in supporting their child’s learning
- seek to maintain the highest quality of provision through holistic monitoring and self-evaluation.

Roles and Responsibilities

Teachers and Support Staff

- Be aware of who is the More Able Talented and Motivated
- Provide opportunities for challenge within lessons across the curriculum to all children, including MAT students
- Take an interest in any disciplines adopted by MAT students
- All staff working with pupils at Hutton Manor have a responsibility to meet the needs of MAT pupils through their work.
- Class teachers liaise with subject leaders to ensure quality, delivery and impact of provision.

Identification

A range of quantitative and qualitative identification methods is employed to recognise our most able students including:

- challenging day-to-day provision which enables pupils to reveal their potential
- reading age significantly above chronological age
- formal testing scores above an age standardised score of 131 in any tested subject
- internal assessment data, e.g. subject assessments
- specific subject identification procedures
- teacher recommendation

Identification is an on-going process and one which at Hutton Manor we believe is a constant learning process. Once identified, the SLT team ensure that provision is made for these children and this is regularly reviewed. All staff have the responsibility to be constantly alert to recognising and communicating pupil potential.

Monitoring and Evaluation

The development of MAT provision is integrated and consistent with the school improvement plan and is monitored within the improvement planning cycle.

Monitoring of the progress and attainment of identified pupils to ensure they remain on target to achieve their potential is embedded in whole school processes and takes place through:

- Whole school tracking – at least bi-annually progress checks within whole school staff meetings referring to pupil profiles
- On-going tracking and evaluation by the SLT
- Termly testing

Monitoring takes place through:

- analysis of assessment results
- classroom observations
- electronic records of pupil achievement
- policy reviews

Making outstanding learning available at every opportunity