



Most Able and Talented Policy

Policy Version Control

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Description of changes from previous version. If none, state NONE.	A new process of identifying and tracking Most Able and Talented pupils (staggered process: it will begin with the 2019/20 Y7 cohort and then filter through each year); a change in term to 'more able learners'; clear educational provisions and a long-term plan based on a 'whole school' approach and a standardised way of planning for more able learners.
Responsible committee / individual	Teaching & Learning
Date approved by committee / individual	To be confirmed
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Ormiston Bushfield Academy's Belief and Values

At Ormiston Bushfield Academy we believe that all children are entitled to an education that will enable them to develop their full potential: be that intellectual, physical, aesthetic, creative, emotional, spiritual or social; or to support them in finding appropriate challenge in our learning environment.

All students have individual needs, which put personalised learning at the heart of our teaching and learning. Ormiston Bushfield Academy is committed to providing a challenging curriculum for all its students. In addition, we will provide opportunities for those identified as our Most Able and Talented cohort and, in turn, nurture those who are Most Able and Talented; not only this, but we also seek to identify Most Able and Talented students that are currently under achieving and put provisions in place to support them.

Policy Aims:

The policy is required to outline how Ormiston Bushfield Academy provides for its more able learners. It is here to ensure that all their needs are met, as the school aims to provide for students with Special Educational Needs.

- To define the term 'more able learners'
- To outline the 2 year 'more able' plan to teachers.
- To more able learners with appropriate stretching and differentiation, catering to more able learners in class provisions.
- To outline the wider curriculum offered to more able learners per year group.
- To explain current curriculum provisions offered to more able learners

What is does it mean to be 'more able'?

More able does not just run on a student's KS2 APS score. A more able learner is a student who has significant abilities in a subject in the statutory school curriculum, including art or design, music and PE. They are a perceptive, resourceful, autonomous and flexible thinker, one who has a thirst for knowledge and has a motivation to learn and problem solve. At Ormiston Bushfield Academy, we must support, nurture and stretch our more able learners to achieve above and beyond the standard curriculum.

The title of a 'more able learner' also covers 'talented learners'. Talented learners are those who have unique abilities in specific subjects. Not only are our talented learners identified within school, they are nominated by staff and fall under the 'more able' category, even if their KS2 APS score does not reflect this. This is to support one of Ormiston Bushfield's primary priorities of inclusive teaching.

Assisting Recognition:

- Linguistic (facility with language) mathematical/logical (reasoning, organisation, calculation, abstract, and structured thinking) naturalistic awareness (awareness of the natural world, collecting, categorising, analysing);
- Physical/Kinaesthetic: physical skills, hand eye, co- ordination, aspect of sport, dance;
- Aesthetic/Musical Auditory: skill with rhythm, pitch and musical patterns, visual art and drama.
- Mechanical/Visual/Spatial E.g.: Ability to think in pictures/mental images, use of movement to assist learning (dance, drama, art, design technology)
- Social Skills (inter/intra personal) E.g.: Skills in communication, leadership, sensitivity to others, self- awareness, self -motivation and direction.

Identification:

Historically, our school system identified more able learners through the average of their KS2 APS data and their CATs scores, allowing those who did not necessarily excel in KS2 the opportunity to be on the register. Due to currently circumstances, CATs are once again being used as a way of identifying a student's standardised score and will be one basis for OBA to identify more able learners.

In addition to this, departments will nominate students for their subjects who they believe display 'more able' learning traits (based on a standardised definition shared with staff). All more able learners will be monitored by their EVA data and it will be the shared responsibility of SLT, more able lead, departmental staff, as well as tutors to monitor and track. The more able lead will oversee the monitoring system and intervene when necessary.

Due to the potential limitations of this identification process on students who did not necessarily excel in their KS2 SATs or for new students that deserve to be on the register, changes have been made to ensure that the register is a fair document, allowing any student to be placed on it should they be correctly identified.

The register has therefore been altered to include the following:

Staff nominations: As staff, we are in the classroom with the students for the majority of the time, meaning we are the best advocate for their progress and their learning over a significant period of time. As a class teacher, we have met the student who sparks – who is able to criticise and judge, who is a lateral thinker and a problem solver; one who is inquisitive and holds a thirst for more beyond what is being delivered. If a student is nominated as more able in a subject, the teacher will be asked to complete a Google Form outlining why they believe the student is so. They may also be asked to provide evidence. This evidence will then be looked at by the More Able Lead and the relevant CTL to ensure that the student is correctly placed on the list. Evidence will be collected per term and placed into a folder on Google Drive to monitor the progress of the student.

EVA Data: Students who make exemplary progress in a subject, going above and beyond anyone in their year group, may be considered for the more able Talented register.

NOTE: Identification does not mean students will remain on the register for the duration of their schooling at OBA. Their data and progress will be monitored. Underachieving students will be identified at tracking points throughout the year and intervention will be put into place to support them. If at the end of the year, progress hasn't been made, or has been significantly slower, they may be removed from the More Able register if other students have been proposed. The register is a fluid document which will be updated at the beginning of each academic year.

To be effective, these identification methods will be part of our school's procedures which:

- Allow for recognition at any point in pupil development, to then be considered for the register at the end of the academic year;
- Monitor regularly pupil response to appropriate provision;
- Evaluate, at least annually, pupil progress and continued inclusion in the school's register of more able learners.

Coronavirus

Due to coronavirus, we have been left without any data for the 2019/2020 and 2020/2021 year 7 cohort. Due to this, their CATs and GL Assessments will be used in tandem to decide which students are more able. Information from primary schools and department nominations will also be taken into consideration in order to construct a fair more able register for year 7 and 8.

Educational Provisions

We are currently working on a standardised way of planning for more able learners within departments, which has a 'whole school' approach. Once a model has been created and trialled this section will be updated with the necessary details. Currently, it is at the discretion of CTLs to decided how provision is made for more able learners.

External Provisions:

Once recognised, schemes catering for our more able learners are run by outside agencies and by our team of teachers within the Academy. Information on this is tbc.

Internal Provisions:

This list is to be updated by the end of Autumn term with new and updated provisions.

In addition to differentiating for Most Able and Talented students, curriculum teams make their own provisions for the students:

English:

- Mini Saga Writing Competition
- Lyric Poetry Competition
- Word Mania
- Carnegie Book Award
- Most Able vocabulary list
- Trips
- Creative Writing Club
- Reading Club

Maths:

- UKMT Maths Challenge

Science:

- STEM Club
- Antibiotics Competition

Art:

- Displays

Dance/Drama/Performing Arts:

- Trinity Guildhall
- School choir
- School production
- Open mic event
- Dance and Drama afterschool clubs
- Performers Club (Saturday mornings)
- Gold Arts Awards (provide UCAS points)

Humanities:

- Exam workshops
- Student Ambassadors
- London Seminars
- Year 9 Disease Project

- Spelling Bee
- Language Leaders
- Afterschool clubs

Technology:

- Differentiated lessons
- Extension tasks

Homework:

Quality homework is to be set in-line with the Academy's homework policy. Spot checks will be undertaken by SLT and CTLs to ensure high attaining and stretching homework is being set by those who teach more able.

Acceleration:

Identifying those who are more able and placing them in the top sets where possible.

2020 onwards: What is our long term plan?

Assessment and Screening:

- We must screen our more able pupils who are on the register due to their KS2 APS against each tracking point at subject level. This is shared responsibility of all staff who are a part of a more able learner's school day. This is to be recorded via Google Forms when necessary.
- The register is to be amended each academic year with updates for staff nominations. Proof will be required and those nominated will be screened by the more able lead and the relevant CTL when appropriate.

PD:

- Schemes of learning must ensure they are challenging and differentiated for the more able cohort specifically. There needs to be time allocated in a CPD day to revise Schemes of Learning to ensure these provisions are embedded.
- Identifying and sharing good practice, including making it well known about the provisions that different departments are offering.
- More able lead to deliver CPD to staff in order to ensure a 'whole school' approach is taking place.

Tracking:

- A tracking system has been designed to monitor the progress of our more able cohort who are on the register due to their KS2 APS. This review sheet is to be completed by the tutors of the selected students. PLEASE NOTE: This is not target led, as some of our MAL cohort may have exceptionally aspirational targets. It is at the teacher's discretion whether they flag the student as a cause for concern in a subject area due to performance; behaviour and attitude to learning should also be taken into consideration.
- Teacher nominations to be made and reviewed yearly. There should be supporting documents and evidence to prove a student's capabilities. □ There needs to be yearly renovation of the MAT register.
- The details of students' involvement in clubs and other extra-curricular activities is recorded on SIMS to allow staff easy access to information.

Whole School Approach:

- More able lead is to create a model and trial in departments a standardised way of accounting for MAL in schemes of learning. MAL lead is to be with SLT links and provide an audit as the

basis of the model. Once trialled in a department, it will be rolled out to the rest of the academy and tracked and monitored by SLT and MAL lead.

Policy:

- This policy is a working document which is to be revised and updated (at least) yearly.

The Most Able and Talented Team:

Jasmin Paul – More able lead
Rebecca Rhodes – SLT link
Elizabeth Lloyd – Affiliated staff
Rebekkah Houghton – Burnet News Club
Claire Rowbottom/Euan Wedge – Student Voice
Keith Bartlett – Pen Pal Programme
Rebecca Money – Cultural Capital
Haseena Manji – KS5 Lead