



More Able and Talented Policy

Rationale

At Wellacre Academy we have high expectations of all students all of the time, by encouraging and supporting their learning and through our commitment to our core values. At the same time, we also believe that students with significant ability and talents must be recognised and supported; intellectually, emotionally, socially and physically.

We are ambitious to provide a challenging and stimulating learning environment for all, which offers the opportunities for students to flourish and develop an enthusiasm for learning. The best provision for our more able and talented students and their peers is one that provides challenge and extends their thinking, knowledge and skills. The strategies adopted in extending the thinking and learning of our more able students constitutes good practice for all when pitched at the appropriate level of challenge and, therefore, will impact on raising standards overall.

Through this policy we aim to achieve a whole school ethos where achieving at a high level is an expectation. This will be achieved through effective identification and monitoring of our more able students on the basis of their academic abilities and potential.

This includes:

- The identification of our more able students using their KS2 data;
- The identification of students who demonstrate particular talents in specific areas;
- Developing teaching pedagogy to meet the needs of the more able and talented;
- Robust procedures for monitoring and evaluating intervention and provision for those students;
- Information, guidance and quality CPD for all staff to support those students.

Identification of more able and talented students

- **More able**

There is no national definition of what constitutes 'most able' and schools are free to determine their cohort and their provision. The term 'gifted and talented' is no longer used

and it is up to individual schools to decide how best to cater for more able students, but schools must ensure their provision enables all students to make progress.

Talented

A 'Talented' student will show marked aptitude in any curriculum area and will be identified as a result of talents evident in the following broad areas:

- creative (e.g. aspects of science, design and technology, creative writing, drama, art);
- physical (e.g. sports);
- social (e.g. personal and interpersonal, leadership qualities).

Subject teachers, through Heads of Faculty, can make nominations at the beginning of each Key Stage (ideally by the end of October).

A student who is nominated as 'talented' will remain so until the end of Year 11. Staff will have the opportunity to nominate extra students at the beginning of each Year, but they will not be able to "un-nominate" any students. Carrying the Talented nominations beyond just the one year ensures that students who have shown a special talent are nurtured and supported to fulfil their potential.

Identifying Talented Students

Creative (e.g. aspects of science, design and technology, creative writing, drama, art):

- Plays a musical instrument or sings at Grade 4 and above;
- Achieved Level 2 London Academy of Music and Dramatic Art (LAMDA) at grade 4/5 or above;
- Demonstrates exceptional flair, control and originality in Art or Technology;
- Hypothesises readily, shows remarkable inquisitiveness and strong curiosity in Science;
- Voracious reader and produces imaginative, original writing.

Physical (e.g. sports):

- Representative honours at local (Trafford Schools), regional (County) or national level in any sport.
- Involved in Youth Development Phase (Under 12 to Under 16) or Coaching for Elite Athletes programmes with a professional club.

Social (e.g. personal and interpersonal, leadership qualities):

- Leads and significantly influences others on the Student Executive Council;
- Shows outstanding and remarkable Student Leadership in an assigned role (e.g. Anti-Bullying Ambassador);
- Commands and engages an audience in Speaking and Listening activities in English or across the curriculum.

Responsibility for our More Able and Talented Students

In line with The National Association for Able Children in Education (NACE) guidelines, members of the Academy Leadership Team take overall responsibility for the education of the more able and talented.

Our designated governor for overall Teaching and Learning which encompasses the 'more able' is Ms Hannah Rayson.

The Principal has overall responsibility for:

- Monitoring and evaluating the impact of provision;
- Liaising with the Director of SMSC to ensure that these students progress is being monitored and fostered, in relation to their involvement in co-curricular activities and their support for events and visits that extend their learning and personal development;
- Liaising with the Leader of English to monitor reading for pleasure in terms of frequency and level.

The Vice Principal for Behaviour and Safeguarding has responsibility for:

- Monitoring the attendance and behaviour of these students and putting intervention plans in place where concerns arise;
- Ensuring praise and recognition of these students is regularly checked and boosted as necessary;
- Ensuring that these students are fully involved in the life of the school;
- Liaise with the Assistant Principals, Heads of House and Year 11 Progress Leader to ensure that progress concerns are addressed with students and their parents, and Progress Meetings are arranged with them where necessary.

The Assistant Principal for Teaching and Learning Development has responsibility for:

- Identifying the cohort and maintaining records;
- Tracking progress;
- Ensuring subjects' schemes of work meet the needs of these students;
- Ensuring lesson observations and learning walks allow for the specific monitoring of the progress of the cohort;
- Work sampling to monitor the quality of work and feedback for the most able and talented students, with individual feedback to staff to raise awareness and aspirations for the cohort;
- Ensuring research is undertaken to support best practice in classrooms;
- Providing CPD for staff on how best to meet the needs of these students, including that they understand the skills required for students to produce outstanding work;
- Liaising with the Director of Futures to ensure transition and destinations advice is matched to the needs of the More Able and Talented, and destinations for these students are tracked and collated.

Although strategic responsibilities lie with the Academy Leadership Team, all teachers and Student Support staff have an important part to play in supporting the progress of 'More Able and Talented' students at Wellacre.

Supporting the progress of More Able and Talented students	
Curriculum Leaders	<ul style="list-style-type: none"> • Contribute to the identification of 'Talented' students • Develop and review Schemes of Learning so that they meet the needs of these students • Lead on good practice in 'stretch and challenge' and cognitive conflict • Monitor, track and intervene to ensure progress of these students as a discrete group
Heads of House and Year 11 Progress Leader	<ul style="list-style-type: none"> • Monitor, track and intervene to ensure progress of these students as a discrete group • Encourage and monitor their participation in wider enrichment, including CIEAG
All staff	<ul style="list-style-type: none"> • Provide learning opportunities and an environment to ensure progress, high attainment, student engagement and enjoyment • Promoting metacognition and independent, proactive study • Monitor individual progress as classroom teachers and Tutors; supporting learning conversations.

This Policy should be read in conjunction with the **Teaching and Learning Policy**.