More Able and Talented Ormiston Ilkeston Enterprise Academy Policy

Policy Rationale and Aims

The Academy is committed to providing equality of opportunity for all students. It is our belief that every individual in the Academy should have the opportunity to achieve the very highest that their potential will allow. There are, however, very able students who require even further provision and we recognise that our More Able & Talented students have particular needs which we should meet if they are to realise their potential. Provision for Able and Talented students is not an option but a requirement. A range of evidence suggests that by making provision for Able and Talented students, the standards of achievement are raised for all students.

By promoting an ethos of excellence we hope to foster a culture of achievement. We need to deliver effective provision for more able and talented students by raising the challenge within and beyond the classroom. The policy aims to ensure that students with exceptional strengths receive a curriculum that meets their needs and promotes and values students that have outstanding ability and talents that are not only academic.

We aim to:

- Enable each student to reach the highest standards of which he or she is capable.
- Improve the provision provided for each student.
- Focus on raising standards of learning and teaching.
- Pay due regard to the spiritual, moral, mental and physical development of all students.

Ormiston Ilkeston Enterprise Academy aspires to:

Encourage all students to reach their true potential and become independent learners who value learning with and from others, e.g. have a positive attitude to life-long learning and who can show initiative.

Ensure that students who have been identified as 'more able or talented' are appropriately challenged; teachers frequently modify the scale and/or the extent of the
tasks with which they are presented in order to improve the quality of teaching and learning.

Personalise learning of the more able and talented students by incorporating their views and opinions to inform planning and intervention strategies to raise the challenge for all students.

There is not a detailed, standard curriculum for more able and talented students, because their needs are very individual. The emphasis is on the development of a progress-based programme in order to:

- Meet individual students’ needs.
- Build upon their individual strengths.
- Encourage development in areas in which they need support.
- Promote achievement and value success.

The following list highlights the range of issues relevant for consideration when seeking to meet the needs of more able and talented students:

- Planning SOL with consideration being given to the more able and talented students.
- Related 'teaching and learning' issues, e.g. resources, differentiation, teaching and learning styles.
- Developing enrichment and extension materials to stretch the most able.
- Suitable homework tasks that extend learning, develop research skills, provide opportunities for independent work and engage parental support.

Responsibilities

College leaders, Heads of Subject and subject representatives for More Able and Talented

To work closely with the SLT member responsible for MAAT provision in order to:-

- Develop subject based criteria for identification of the more able and to ensure that these are applied consistently.
- Support more able students providing specific targets and advice on how to further develop.
- Suggest extension activities and review differentiation opportunities within the subject Schemes of Learning.
- Devise enrichment tasks liaising with other departments where appropriate.
- Be pro-active in developing a positive attitude within the department towards providing for the specific needs of the more able.
- Disseminate subject specific materials to individual teachers as received from SLT and other sources.
• Provide induction support reflecting the needs of and provision for more able and talented students for new colleagues within the department.
• Attend meetings with fellow subject co-ordinators and SLT.
• Undertake professional learning activities as appropriate.

**Subject Teachers**

• To deliver a varied and challenging curriculum.
• To identify students with outstanding ability within the whole academy profile.
• To effectively differentiate teaching material to extend the more able.
• To provide homework, which stretches the individual and improves attainment.
• To ensure that marking is constructive and developmental, identifying targets for future work and suggesting extension.
• To monitor the process of more able students and to inform parents and subject co-ordinators of under-achievement.
• To embrace a variety of teaching and learning techniques including auditory, visual and kinaesthetic methodology: to give due regard to multiple intelligence theory and Bloom’s Taxonomy in planning differentiated materials.

**Monitoring and Evaluation**

Monitoring and evaluating practice is crucial to the success and progression of able and talented policy and provision. Monitoring should ensure that:
• Identified priorities and action points are actually happening within the classroom.
• Development plans are being implemented.
• Policies are in action.
• Teaching and learning styles have been amended.
• Schemes of learning and homework have been suitably differentiated.
• Encouraging students to assess and review their own performance.

Monitoring activities may include lesson observations, learning walks, work scrutiny, planning scrutiny, analysis of progress data, accountability dialogues and student voice.

• The SLT and HOS will ensure all staff will take responsibility for implementing and regularly monitoring the MAAT policy. Overall responsibility for this policy ultimately rests with the Principal.
• The Principal and SLT will review and monitor the implementation of the MAAT policy.
• The Academy Governing Body will review this policy annually and assess its implantation and effectiveness. The policy will be promoted and implemented throughout the Academy and via the OIEA website.
• This policy is available to view on request.
Provision and Organisation

Where a child is more able and talented in one or more particular areas, they will be supported with high expectations and planning within the classroom and outside to enable them to pursue work at their own level. Teachers should seek to use a variety of techniques and strategies to provide for the more able child.

Academy Ethos & Classroom Climate

The atmosphere and environment within every academy has a significant effect upon student performance and it is pertinent to meeting the needs of Able and Talented students. An ethos which promotes achievement and encourages attainment is crucial. The classroom climate must foster a positive attitude to learning and achievement. It can do this by establishing:

- High expectations
- High behavioural standards
- Well maintained displays and décor
- A varied and dynamic curriculum, fostering a variety of teaching and learning styles
- Effective differentiation focusing clearly on individual student needs
- Regular use of rewards and positive affirmation of good standards
- Good, swift assessment procedures and student feedback
- Establishing strong relationships between teacher and student, especially in terms of assessment for learning
Appendices

**Appendix1: Definitions**

More Able & Talented students will have a wide range of individual differences and are not a homogenous group.

The DfE identifies ‘More Able’ Students as those with high ability or potential beyond the vast majority of their peer group, in academic subjects. ‘Talented’ refers to those students with high ability of potential in the expressive, creative arts or sports.

It is recognised that a range of factors influence performance, ability and achievement.

To be regarded as More Able and Talented is to be outstanding in general, or have specific abilities in a relatively broad or narrow field. Within this broad definition many areas could be considered:

- Physical talent
- Mechanical ingenuity
- Visual and performing abilities
- Outstanding leadership and social awareness
- Creativity
- Linguistic Intelligence
- Musical Intelligence
- Logistical / Mathematical Intelligence
- Spatial Intelligence
- Bodily Intelligence
- Inter Personal Intelligence
- Intra Personal Intelligence

This broad definition ensures that a wider cohort of more Able & Talented students is identified. Some students may be too difficult to spot.

They may be:-

- Students from non-English speaking backgrounds
- Students disadvantaged by gender
- Socioeconomically disadvantaged students
- Students with physical and/or sensory disabilities
- Students with specific learning difficulties
- Students with behavioural problems

Some students may display the following behaviours:-

- Unusually high standards; perfectionism, frustration if they cannot achieve excellence
- Impatience and tolerance to others
• Sensitivity and highly strung behaviour
• Preference for company of older children and adults; lack of interest with average peers’ interests and company; preference for own company; dislike of group tasks
• Desire to direct others; superior leadership skills
• Unusually articulate but unable or unwilling to produce good written work.
• Restlessness; inattention – given to daydreaming; lack of enthusiasm or cooperation; apathy
• Reticence; unwillingness to reveal knowledge – affecting ignorance
Appendix 2: Suggested tasks

Deborah Eyre in her book on Able Children in Ordinary Academy’s (1997) suggests 20 different ways to create challenge for the Gifted and Talented in the classroom.

1) **Plan/Do/Review** – this encourages creative, critical and independent thinking.
2) **Working for a difficult text** – able students are given a more difficult/advanced text to use.
3) **Using a range of text or information** – offers an opportunity for a range of comparative work.
4) **Recording in an unusual way** – OHPs/Powerpoint/Videos/Tapes/Models.
5) **Role Play/Simulation** – encourages students to think in other ways.
6) **Problem Solving and enquiry tasks** - develops higher order thinking skills.
7) **Choice in how to handle content** – is a great motivator of able students.
8) **Decision making** - can be challenging for some able students.
9) **No correct answer** – open ended tasks with no answer can be a joy for able students.
10) **Give the answer, they set the question** – a form of differentiation by outcome, useful at the end of a task.
11) **Using one text or artefact** – by using just one stimulus generates deeper thinking and speculation.
12) **Allowing students to do the planning** – allows for original thinking by able students.
13) **Time restricted activities** - restricting time adds to the challenge of an activity.
14) **Development metacognition** – helping students to understand the way they think e.g. CASE (Cognitive Acceleration through Science Education) in Science, CAME (Cognitive Acceleration through Maths Education) in Maths.
15) **Bloom’s higher order thinking** – the building blocks from low order knowledge and comprehension to middle order application to high order analysis, evaluation and synthesis (Bloom 1956).
16) **Study skills using DARTS** - Directed Activities Related to Text. This technique allows able students to access dense or complex text. (Lunzer 1984).
17) **Introducing Technical Language** – allows students to be more rigorous in their explaining of ideas.
18) **Modelling experts** – bringing experts into the classroom stimulates challenge and raises the expectations of students.
20) **Book talk** - structured discussion of a book leads to greater understanding and critical analysis. (Chambers 1993)
Appendix 3: Indication

It might be useful to consider the following criteria which can be used to distinguish between the bright student and the truly more able or talented student:

A Bright student:

- Is interested
- Usually has good ideas
- Knows most of the answers
- Answers questions appropriately
- Several repetitions needs for mastery of a skill
- Understands ideas
- Enjoys peer company
- Grasps meanings
- Copies accurately
- Technician/operator
- Absorbs information
- Good at memorising
- Makes observations when shown how
- Pleased with own work
- Enjoys straightforward sequential

A More Able and Talented Student

- Is highly curious
- Always has good ideas and sometimes lateral ideas which may appear at first to be silly.
- Knows most of the answers and starts to asks questions
- Answers questions but then tends to elaborate
- Only one or two repetitions needs for mastery
- Constructs abstractions
- Prefers company of adults
- Draws inferences
- Creates original work and designs
- Creator/Inventor
- Manipulates information
- Good at memorising and making informed guesses
- Is keenly observant
- Highly self-critical and sets exceedingly high standards.
- Thrives on complexity
Appendix 4: Characteristics of More Able (Research Findings)

1. Possess superior powers of reasoning, of dealing with abstractions, of generalising from specific facts, of understanding meanings and of seeing into relationships. (Laycock)

2. Originality and initiative in intellectual and practical work. (Montgomery)

3. Information can be absorbed quickly and stored, sifted, analysed and organised to develop coherent and complex arguments. (NAGC)

4. Have a devastating appreciation of the weakness of other people including those in positions of authority such as teachers. (Teare)

5. Unusually high personal standards; frustration if they cannot achieve the excellence they demand of themselves; perfectionist approach, not satisfied with approval from others. (Leyden)

6. When interested, becomes absorbed for long periods and may be impatient with interference or abrupt change.

7. Keen powers of observation, nothing mismatches and analogies. (Montgomery)

8. Adapt articles readily and use them for purposes other than those for which they were intended. (Teare)

9. Subject to constant repetition of skills with which they are already fluent will usually lead to loss of interest. (NAGC)

10. Preference for the company of older children and adults; boredom with the company and interest of peers. (Leyden)

11. Has exceptional curiosity and constantly wants to know why. (Wallace)

12. Has great interest in the nature of man and the universe (problems of origins and destiny, etc). (Laycock)

13. Has ability to lead and influence others – this may show in positive or negative behaviour. (Solihull).


15. Pursues subjects or a subject in great length. (Montgomery)
16. Unwilling to follow instructions for class tasks, preferring to do things in an individual manner. (Solihull).

17. Wide range of interests: hobbies that are sometimes unusual and which are followed with great enthusiasm and competence. Often keen collectors. (Leyden).

18. Sees connections, relationships, inconsistencies, cause and effect, bias and the distinction between fact and opinion in the manner of the average child at least half as old again. (NAGC)
## BLOOM’S TAXONOMY

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<tr>
<th>Level</th>
<th>Examples</th>
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<tbody>
<tr>
<td><strong>Knowledge</strong> (low)</td>
<td>Facts, Figures, Information, Observation, Recall ...</td>
</tr>
<tr>
<td><strong>Comprehension</strong> (low)</td>
<td>Understanding, Interpreting, Comparing, Contrasting, Ordering ...</td>
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<tr>
<td><strong>Application</strong> (middle)</td>
<td>Using knowledge, Method, Concepts, Solving problems</td>
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<tr>
<td><strong>Analysis</strong> (high)</td>
<td>Recognising patterns, Components, hidden meanings...</td>
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<tr>
<td><strong>Evaluation</strong> (high)</td>
<td>Comparing, Discriminating, Prioritising, Verifying, Assessing, Recommending ...</td>
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<td><strong>Synthesis</strong> (high)</td>
<td>Relating, Generalising, Combining, Creating, Predicting, Concluding ...</td>
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