



PERTON MIDDLE SCHOOL

More Able, Exceptionally Able and Talented Policy

Introduction, Philosophy and Rationale

At Perton Middle School, we are committed to an inclusive approach to education that provides for an environment and curriculum which encourages pupils, including More Able, Exceptionally Able and Talented students to maximise their potential.

Definitions

In our school a “More Able” student is working above the expected standard for their age in an academic area. **This typically can include around 20% of pupils** at Perton Middle School (dependent on cohort).

An “Exceptionally Able” student is working at an exceptional standard, **or has the potential to do so**, in three or more academic areas. **This typically will include around 2-5% of pupils** at Perton Middle School (dependent on cohort).

A “Talented” student demonstrates or has the potential to demonstrate, high levels of performance in practical skills such as sport, music, art, dance or drama.

Identification

More Able (M) students are identified by subject staff by using information available to them including:

- Above expected Key Stage 1 results.
- Baseline testing on entry to Perton Middle School
- High achievement in SATs examinations
- Teacher assessment as ‘Greater Depth’ in academic subjects as part of termly grade collections

Identifying these students is good practice throughout the year and is a normal part of the planning, differentiation and assessment process.

Exceptionally Able students (E), are identified using quantitative and qualitative data including:

- Exceptional performance in KS2 Reading, Writing or Maths.
- Perseveres and concentrates on independent work which captures their interest.
- Nominations from G&T coordinators from partner first schools.
- Nominations from subject teachers using criteria provided by the M, E & T coordinator

Talented (T) students are identified using qualitative data that includes:

- County standard or above in sport;
- Grade 6 or above in ABRSM music examinations;
- Nominations from G&T coordinators from partner first schools.
- Nominations from parents or guardians.
- Nominations from PE, Music, Art, Dance and Drama teachers at Perton Middle school

E & T students will be flagged to all teachers and tutors through E (Exceptionally Able) and T (Talented) codes or a combination of these. This will be made available via email and also on SIMs.

More able and Exceptionally able students

Although no two more able or gifted students are the same, the following list illustrates some of the general characteristics of more able and exceptionally able students:

The More Able Pupil

Knows the answers

Is interested

Has good ideas

Works hard

Answers the questions

Is in top group

Listens with interest

Learns with ease

Enjoys peers

Grasps the meaning

Completes assignments

Is receptive

Copies accurately

Enjoys school

Absorbs information

Technician

Good at memorizing

Likes simple presentation

Is alert

Is pleased with own learning

The Exceptionally Able Pupil

Asks the questions

Is highly curious

Able to think outside anticipated parameters

Plays around yet tests well

Discusses in details, elaborates

Is beyond the group

Shows strong feelings and opinions

Already knows

Prefers adults

Draws inferences

Initiates projects

Is intense

Creates a new design

Enjoys learning

Manipulates information

Is an Inventor

Good at guessing

Thrives on complexity

Is keenly observant

Is highly self-critical

Teaching more able and exceptionally able students

Teachers should:

- share differentiated success criteria in all academic lessons so more able students know what they should be aiming for to show high level and exceptional levels of performance.
- share differentiated success criteria in all practical lessons so talented students know what they should be aiming for to show exceptional levels of performance.
- set different tasks or adapt tasks to give a different emphasis for more M, E&T students.
- clearly model tasks so M, E&T students know how to produce high level responses to tasks.
- provide challenging work in all phases of a lesson
- make use of the characteristics of each individual M, E&T student for example, by asking questions that require higher order thinking to a more able student or asking gifted students to ask questions to other members of the class. Provide opportunities for students to initiate discussion and to think creatively.
- Provide tasks involving individual research and problem solving.
- develop learners' confidence, self discipline and understanding of the learning process, and help them to think systematically, manage information and learn from others;
- use a formative record of attainment to help identify underachievement and design intervention strategies for learners
- use peer and self-assessment;
- promote and pay attention to student voice by regularly asking M, E&T for their opinions on their learning.

Beyond the classroom

- Departments will be encouraged at all points to undertake activities or trips based on open thinking often beyond the curriculum.
- M, E & T students may be given SATs revision sessions to help them achieve their potential.
- Each year Exceptionally able pupils in year 6 will be mentored by the M,E&T coordinator.
- Pupil Premium students who are on the M, E&T register will be provided with further opportunities using the funding available.

Developing Teaching and Learning for M, E&T

The school M, E&T coordinator will run workshops each year, for all teaching staff, on stretching and challenging higher ability learners. New staff and ECTs will also receive training throughout the year during their induction meetings.

Teaching staff will be encouraged to develop a bank or 'toolkit' of resources for their subject that can be used to stretch, challenge and engage exceptionally able pupils during lessons and beyond.

Monitoring and evaluation

- Year 6, 7 and 8 lists will be available each academic year, with information about the year 5 intake analysed after pupils have attended the school for a minimum of one term. This will allow teachers to assess ability levels and pupils will have the opportunity to 'shine'.
- The attainment of the E&T cohort will be evaluated each term with information presented in the School Evaluation Form (SEF) and examined by the Senior Leadership Team and the Perton Middle School Governing body.
- Pupil voice activities will take place with the M, E&T coordinator every term to give pupils the opportunity to talk about their learning and ensure that their needs are being catered for in lessons. The feedback from these will be shared with staff during training sessions.
- The progress of individual E&T students will be monitored during work sampling, which takes place each term.

Pastoral Care

Perton Middle School recognises that M, E&T students will need a high level of support and guidance. This will be achieved by:

- form and class teachers being aware of all students on the M, E&T list in order to address and monitor their social, emotional and cognitive needs.
- appropriate provision and support to help raise their esteem and aspirations.
- provide opportunities but without pressure
- recognise and celebrate their achievements.

Parents

Perton Middle School encourages parents to take an active role in their children's development, sharing activities and progress with them, both formally and informally. Therefore, parents will:

- aid with the identification process of M, E&T students.
- in some cases, be informed of their child's particular abilities and/or talents.
- be offered advice and support through effective partnership between home and school.