



# 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 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 ‘Above’ 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, are identified using quantitative and qualitative data including:

- Exceptional performance in KS2 Reading, Writing or Maths.
- Nominations from G&T coordinators from partner first schools.

- Nominations from subject teachers using criteria provided by NACE (National Association for More Able Children in Education)

**Talented** 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

### **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:

<u><b>Personal ability</b></u>	<u><b>Learning Traits</b></u>	<u><b>Learning Characteristics</b></u>
Inquisitive, curious, alert and responsive to new ideas  Quick/agile thinkers  High self-motivation/initiative; can work well independently  Socially adept  Show leadership qualities  Good/unique sense of humour  Sensitive/sensitivity and empathy with others  Socially immature/isolated; prefer computers to people	Learn new ideas and concepts quickly/easily/readily  Good at reasoning/logical/analytical thinking  Good at dealing with abstractions/abstract thinking  See relationships between things; can generalise from specific facts  Good at understanding things/meanings; show unusual insights  Able to memorise quickly/easily	Dislike repetition of concepts and closed tasks; get bored easily  Informed/show interest in ideas and concepts beyond their years  Creative/imaginative; original ideas in problem-solving; may be artistic/musical  Inclined to choose unusual but effective methods of working, perhaps using a different line of logic or jumping steps  Many interests/hobbies; read across a wide range of subjects  Prefer verbal expression; reluctant to record things in writing

		Resent imposed timetable restrictions if interested in a task  Perfectionists; may lean towards being obsessive
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This list is not exhaustive and is based on criteria from NACE.

### **Responsibilities of More Able co-ordinators**

- Collate a register of More Able pupils across school
- Ensure teachers are planning for stretch and challenge across all areas of the curriculum
- Lead and deliver school-based INSET
- Promote aspiration and excellence in all pupils.
- Monitor the range of enrichment and extra-curricular activities

### **Responsibilities of classroom teachers**

- To know and identify More Able students within their classes
- Students are provided with additional activities/tasks in order to extend their learning and wider reading. They are provided with activities as additional/alternative homework.
- All lessons and activities have 'Dig Deeper' tasks that use higher order thinking skills as a basis or include Next Step activities
- Opportunities provided to share learning with peers
- Students may be able to participate in assemblies
- External speakers, workshops designed for all students but with a focus on More Able
- Extra-curricular activities and trips designed to address the needs of More Able students
- Encourage pupils in developing their personal skills as well as their knowledge and understanding.
- Encourage high learner self-esteem so that pupils can be confident and yet critical and evaluate their own learning.

