

# **The Albany School More Able Policy**

More Able children are those who have one or more abilities developed to a level significantly ahead of their year group (or with the potential to develop these abilities). In The Albany the term 'gifted' refers to those pupils who are capable of excelling in academic subjects such as English, Maths or Science. 'Talented' refers to those pupils who may excel in areas requiring visio-spatial skills or practical abilities, such as in Music and PE, Drama, or Art.

Some gifted and talented pupils may be intellectually able but also appear on the Special Educational Needs (SEN) register for behavioural, literacy or physical difficulties.

There are three main components to the strand:

1. Identification
2. Classroom Provision
3. Out of School Hours Support/Programmes

## **Identification**

- a. Quantitative data including available test data and results of in-class/teacher assessment;
- b. Qualitative information, including staff assessment and nomination, pupil, peer and parent/carer nomination and scrutiny of pupils' work;
- c. Rate of progress including value-added data and reference to prior attainment/achievement

### **General Characteristics of More Able Pupils - he or she may:**

- be a good reader
- be very articulate or verbally fluent for their age
- give quick verbal responses (which can appear cheeky)
- have a wide general knowledge
- learn quickly
- be interested in topics which one might associate with an older child
- communicate well with adults - often better than with peer group
- have a range of interests, some of which are almost obsessions
- show unusual and original responses to problem - solving activities
- prefer verbal to written activities
- be logical
- be self-taught in their own interest areas
- have an ability to work things out in their head very quickly
- have a good memory that they can access easily
- be artistic
- be musical
- excel in sport
- have strong views and opinions
- have a lively and original imagination / sense of humour
- be very sensitive and aware
- focus on their own interests rather than on what is being taught
- be socially adept
- appear arrogant or socially inept
- be easily bored by what they perceive as routine tasks
- show a strong sense of leadership
- not necessarily be well-behaved or well-liked by others

The process of identification starts each June where in conjunction with the feeder primary schools and the transfer data from Year 6, pupils are highlighted as showing exceptional prowess in one or more curriculum areas. It is not just the teacher's referrals that are taken into consideration but the cognitive Ability Test scores that students complete in Year 6 of their primary education. On arriving at The Albany School; their Key stage 2 SATs are considered particularly those who have attained Level 5c in the three core curriculum areas.

Within 7 weeks of their arrival at The Albany School, subject staff are asked to nominate outstanding students in their curriculum areas. Drama, Art, Music and P.E. staff are asked to be particularly careful in their selection so that talented pupils are highlighted earlier. End of Unit tests; Summer Exams and Presentation Evening nominations are carefully scrutinised during the year to identify new cohort members. Each May/June staff are encouraged to review the current cohort and make necessary deletions or additions as they see fit. Teacher led assessments at Key Stage 3 and GCSE Examinations are also very important indicators in shaping the cohort membership. Each year this cohort with all the students' names is issued to teaching staff and it pinpoints on a grid system which subject area they are gifted and talented in. This large register is a constant 'work in progress' and is continuously being updated and amended with new students joining the school.

### **Classroom Provision**

In the same way as subject staff are asked to highlight the SEN students on their class list; staff armed with the latest G&T cohort list are asked to highlight these students on their registers. In every scheme of work lesson for each subject area there are two heavily differentiated tasks; one called a 'Special' - for the weakest students and for the very able there are 'Extension' Tasks to push the cohort members further. Homework tasks in a lot of lessons are now differentiated with an emphasis on students engaged in independent research. The Gifted and Talented Programme supports departments by encouraging to bid for funding to purchase texts, software or other resources to enable the exceptional students and other students in the class from benefiting from their usage. In 2009-10 there is a big push to ensure all students but particularly the most able are sufficiently challenged in lessons.

### **Out of Hours School Programme**

The majority of funding is allocated to provide a large array of:

- ❖ School visits
- ❖ Theatre trips
- ❖ After school Clubs
- ❖ Revision Classes
- ❖ Guest Speakers
- ❖ Summer Schools

These events are planned for the G&T cohort. Other students in the relevant year group benefit also and there is rarely any exclusion shown on these ventures. There are also collaborative ventures run with Universities and Colleges.

For more information contact the Gifted & Talented Lead Teacher Mrs L Wilson.

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