

More Able Policy

Rationale

Landau Forte Academy QEMS is committed to providing the best possible education for students of all ages and abilities. Through identifying the individual talents and needs of our students, we will be able to:

- Develop appropriate expectations of students
- Develop and enhance our teaching and learning strategies
- Develop appropriate resources
- Develop appropriate enrichment opportunities

To enable them to fulfil their potential in as many ways as possible.

It is therefore essential that we consider specifically the particular needs of the most able students and ensure that these needs are met.

Aims

- To identify and establish a cohort of students identified as gifted and talented
- To provide opportunities for students to develop specific skills or talents to the highest possible level
- To provide opportunities for students to work at higher cognitive levels
- To respond to more able students, not as a separate or distinct group, but as individuals with particular needs in one or more areas of the curriculum
- To share information about students' abilities and about appropriate teaching and learning styles

Definition

Please see Appendix 3.

Provision

- All curriculum areas will be responsible for identifying students of high ability in the subject(s), using the more able checklist. Curriculum areas can also use their own criteria for identifying subject-specific abilities (see Appendix 1 for identification of more able students). This will be underpinned by information from standardised testing where available
- Each curriculum area will be responsible for meeting the needs of able students, for developing appropriately differentiated resources and for monitoring progress. Curriculum policies and procedures will be explained in the tutor guides. (Appendix 2 gives advice on provision.)
- The names of students identified as being very able will be collated and displayed for staff to gain a broader view of students' abilities
- The Academy will also provide opportunities for extra-curricular activities (clubs, musical activities, sporting activities). Where available, students will also be able to take advantage of opportunities outside the Academy (e.g. County teams and national challenges)
- Enrichment activities, such as educational visits and curriculum enhancement sessions, will be available where appropriate
- Curriculum areas may submit bids for training and development activities to enhance the skills of staff and to keep up to date with current best practice

Monitoring

- An overview of the progress of the most able students will be held by form tutors, Heads of Houses and curriculum leaders
- The more able co-ordinator will:
 - Develop, co-ordinate and manage provision
 - Advise and liaise with staff and the Senior Leadership Team
 - Inform parents of activities undertaken by more able students

Appendix 1

Identification of More Able Students

Bright v Gifted Child – Differences

Bright Child	Gifted Learner
Knows the answer	Asks the questions
Is interested	Is highly curious
Has good ideas	Has a wild, silly idea
Works hard	Plays around yet tests well
Answers the questions	Discusses in details, elaborates
Is in top group	Is beyond the group
Listens with interest	Shows strong feelings/opinions
Learns with ease	Already knows
Enjoys peers	Prefers adults
Grasps the meaning	Draws inferences
Completes assignments	Initiates projects
Is receptive	Is intense
Copies accurately	Creates a new design
Enjoys school	Enjoys learning
Absorbs information	Manipulates information
Technician	Is an inventor
Good at memorising	Good at guessing
Enjoys straightforward sequential presentation	Thrives on complexity
Is alert	Is keenly observant
Is pleased with own work	Is highly self-critical

General Checklist for Identifying More Able Students

Characteristic	Yes/No
More able students may:	
Possess extensive general knowledge, often know more than the teacher and find the usual reference books superficial	
Show good insight into cause-effect relationships	
Easily grasp underlying principles and need the minimum of explanation	
Quickly make generalisations and extract the relevant points from complex material	
Have mental speeds faster than physical capabilities and so be often reluctant to write at length	
Prefer to talk rather than write and often talk at speed with fluency and expression	
Be reluctant to practise skills already mastered, finding such practice futile	
Have exceptional curiosity and constantly want to know why	
Be inventive and original when interested	
Ask searching questions, which tend to be unlike other students' questions	
Often see the unusual rather than the conventional relationships	
Be able to pose problems and solve ingeniously	
Display intellectual playfulness, fantasise and imagine and be quick to see connections and to manipulate ideas	
Read rapidly and retain what is read and can recall detail	
Listen only to part of the explanation and appear to lack concentration or even interest but always know what is going on	
Jump stages in learning and be often frustrated by having to fill in the stages missed	
Leap from concrete examples to abstract rules and general principles	
Have quick absorption and recall of information, seem to need no revision and be impatient with repetition	
Be keen and alert observers, note detail and be quick to see similarities and differences	
See greater significance in a story or film and continue the story	
See problems quickly and take the initiative	
Have advanced understanding and use of language but sometimes be hesitant as they search for and use the correct word	
Become absorbed for long periods when interested and may be impatient with interference or abrupt change	
Persists in completing activities when motivated	
Often set very high personal standards – are perfectionists	
More than usually interested in 'adult' problems such as important issues in current affairs (local and world), evolution, justice, the universe etc.	
Be concerned to adapt and improve institutions, objects, systems, (e.g. can be particularly critical of school)	
Be philosophical about everyday problems and common sense issues	
Be perceptive in discussion about people's motives, needs and frailties	
Daydream and seem lost in another world	
Show sensitivity and react strongly to things causing distress or injustice	
Often take a leadership role	
Empathise with others and be very understanding and sympathetic	
Be confident and competent	
Express their own feelings	

Characteristic	Yes/No
More able students may:	
Attribute ideas to others	
Be self-effacing	
Reflect on their own performance	
Give inventive responses to open-ended questions	
Have a keen sense of humour in the unusual and be quick to appreciate nuances and hidden meanings	
Appreciate verbal puns, cartoons, jokes and often enjoy bizarre humour, satire and irony	
Criticise constructively, even if sometimes argumentatively	
Be unwilling to accept authoritarian pronouncements without critical examination and want to debate and find reasons to justify the why and the wherefore	

Appendix 2. Provision for Able Students

1 Very Able Students Need

- To progress rapidly and make conceptual leaps
- To satisfy their thirst for knowledge, which they can retain and use in different contexts
- To have the opportunity to evaluate evidence, classify, generalise, explore alternatives, and so develop arguments in formidable style
- To learn good study skills in order to satisfy themselves by working effectively on their own
- Encouragement in all round development
- Challenge in their strengths, almost to the point of failure
- To be free from pressure and expectation to perform at a high level all the time
- Working contact with their intellectual peers
- Easy relations with their chronological peers, so that they are accepted into a group, to share, be useful, and learn to appreciate and work with those less gifted than themselves

2 Aims for Provision

- Encourage **depth** of thinking
- Demand work of **quality** not quantity
- **Keep them challenged** to prevent complacency in work or attitudes
- Maintain their **momentum** by keeping them fully and **meaningfully** occupied

3 Principles of a Differentiated Curriculum for the Gifted/Talented

- Present content that is related to broad based issues, themes or problems
- Integrate multiple disciplines into the area of study
- Present comprehensive, related and mutually reinforcing experiences within an area of study
- Allow for the in-depth learning of a self-selected topic within the study area
- Develop independent or self-directed study skills
- Develop productive, complex, abstract and/or higher level thinking skills
- Focus on open-ended tasks
- Develop research skills and methods
- Integrate basic skills, and higher level thinking skills, into the curriculum
- Encourage the development of products that challenge existing ideas and produce 'new' ideas
- Encourage the development of products that use new techniques, materials and forms
- Encourage the development of self-understanding, i.e. recognising and using one's abilities, becoming self-directed, appreciating likenesses and differences between oneself and others
- Evaluate student outcomes by using appropriate and specific criteria through self-appraisal, criterion referenced and/or standard instruments

Appendix 3

Definitions

Able pupils

'Able pupils' refers to students who achieve, or have the ability to achieve, above average (compared with the attainment of other students in their year group at Landau Forte Academy QEMS) in one or more of the National Curriculum subjects.

Gifted pupils

Gifted refers to students who achieve, or have the ability to achieve, **significantly** above average (compared with the attainment of other students in their year group at Landau Forte Academy QEMS) in one or more of the National Curriculum subjects other than art, performing arts or physical education.

Talented pupils

Talented refers to those students who achieve, or have the ability to achieve, **significantly** above average in art, performing arts, physical education or in areas requiring visio-spatial skills or practical abilities (these could include a range of non-traditional areas) compared with the attainment of other students in their year group at Landau Forte Academy QEMS.

According to Renzulli (1986) giftedness not only involves above average ability but also involves task commitment and creativity. Task commitment and creativity have been included for the following reasons:

- To let students know that there is more to being on the more able register than high achievement in test scores. Commitment and application of ability is also required
- To help curriculum areas to identify those pupils who have the potential to be highly productive and not just the pupils who come in with high target grades
- To raise awareness of the fact that provision for the able, gifted and talented also needs to encourage task commitment and creativity

Pupils with high task commitment might show the following:

- The capacity for high levels of interest, enthusiasm, fascination and involvement in a particular problem, area of study, or form of human expression
- The capacity for perseverance, endurance, determination, hard work, and dedicated practice. Setting high standards for one's work; maintaining openness to self and external criticism; developing an aesthetic sense of taste, quality, and excellence about one's own work and the work of others

Pupils with high creativity might show the following:

- Fluency, flexibility, and originality of thought
- Openness to experience; receptive to that which is new and different (even irrational) in thoughts, actions, and products of oneself and others
- Curious, speculative, adventurous, and 'mentally playful'; willing to take risks in thought and action, even to the point of being uninhibited
- Sensitivity to detail and aesthetic characteristics of ideas and things
- Willingness to act on and react to external stimulation and one's own ideas and feelings