



St Hilary's School

More Able and Talented Pupils

Rationale

St Hilary's welcomes pupils with a wide range of abilities. It is the aim of the school to provide a secure yet challenging educational environment, which will stimulate the development of all students and enable them to maximise their time spent at school. The school community recognises that there are pupils of very high ability/talent and the school needs to address their special requirements. The school acknowledges that students of high ability/talent are entitled to an education that is appropriate to their particular needs and that all teachers have a role in developing and supporting higher achieving pupils. We actively promote democracy, the rule of the law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. These are fundamental British Values which underpin all that we offer, as does our School Moto 'Not for oneself but for all.'

Aims of the School

It is our aim to provide a wide range of educational experiences for all pupils. However, we acknowledge that some pupils are higher achieving. We strive not to put a glass roof on the learning of pupils, but allow them to flourish and start to fulfil their ability. These principles underpin all curriculum areas in all year groups. Teaching will take account of the range of aptitude present in a cohort and provide scope for higher order thinking. At St. Hilary's we also are committed to the welfare for the child both socially and intellectually and nurture the growth of a well-rounded and balanced individual.

Definition

A more able pupil consistently scores highly in their cohort for tests. Teachers' observations are also considered. Subject specialists identify talent in Sport, Art, DT and Music.

There is not a requirement for each cohort to have a higher achieving pupil in every subject.

Identification Methods

At St. Hilary's School we aim to use a wide range of identification strategies including:

- Background knowledge and information from nursery and/or previous teachers and school;
- Ongoing teacher observations and assessments, record keeping;
- Testing (EYFS, PIE, PIM, NFER, MALT, end of unit assessments, Yr2 Scholarship)
- Discussion with pupils;
- Consultation with specialist teachers and outside agencies;
- A list of criteria created by HODs for their subject.

Identification procedure

Once identified, the teacher will enter the child's name on the More Able and Talented nomination form. During a staff meeting, nominations will be discussed for all teacher input and awareness. On reaching agreement, the pupil will be included on the register.

Monitoring

Once on the register, progress will be monitored using targets and measures via the tracking form in November and June each academic year. If the pupil's progress and achievements fall below the expected, action will take place using a variety of intervention strategies. Should progress continue to wane, there may be removal from the register.

Intervention strategies

At St. Hilary's we acknowledge that progress is not a continual and sustained trend. Therefore, we require detailed evidence to put a pupil onto the higher achieving pupil register. However, there may be a need for intervention strategies. The following are a list of suggested strategies, but is not exhaustive.

- Check the pastoral well-being of the pupil. In the first instance, raised in the pastoral meeting.
- Is there a need for an eye-test, hearing-test?
- Is the pupil well fed?
- Is the pupil sitting in an appropriate place in the classroom?
- Has the pupil been ill and missed a crucial lesson?
- Are there issues with friendship groups?
- Are there problems at home?
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Providing support for more able and talented pupils

The school seeks to provide a curriculum that meets the needs of all pupils within the school and aims to encourage the development of able/gifted/talented pupils using the following strategies:-

- The provision of opportunities for higher achieving pupils to work with pupils of similar ability. This will mean that it is appropriate for pupils to work with older pupils occasionally;
- Mentoring and additional provision for pupils of exceptional ability;
- The provision of enrichment/extension activities and tasks;
- Differentiation within subject areas;
- The development of independent learning via extension tasks highlighted in the subject;
- Provide a range of learning styles and ensure there is challenge within subject areas;
- Provide school clubs where children are invited to encourage the development of their ability/gift or talent;
- Ensure pupils have musical and sporting opportunities;
- In house school competitions;
- Workshops and trips;
- Have a well stocked library with a range of genres;
- Provide "Thinking further" links on the pupils' office 365 website;
- Provide holiday ideas for parents to take their children and
- Endeavour to create links with outside organisations/schools if appropriate and encourage pupils to attend, e.g. facilitating able pupils to go on day courses or attend clubs in other schools or participate in activities during the holidays.

Appendix 1: Identification Categories

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| Visual-Spatial – (VS) | think in terms of physical space, as do architects and sailors. Very aware of their environments. They like to draw, do jigsaw puzzles, read maps and daydream. They can be taught through drawings, verbal and physical imagery. Tools include models, graphics, charts, photographs, drawings, 3-D modelling, video, videoconferencing, television, multimedia, texts with pictures/charts/graphs. |
| Bodily-kinesthetic – (BK) | use the body effectively, like a dancer or a surgeon. Keen sense of body awareness. They like movement, making things, touching. They communicate well through body language and are taught through physical activity, hands-on learning, and acting out, role playing. Tools include equipment and real objects. |
| Musical – (M) | show sensitivity to rhythm and sound. They love music, but they are also sensitive to sounds in their environments. They may study better with Music in the background. They can be taught by turning lessons into lyrics, speaking rhythmically, and tapping out time. Tools include musical instruments, music, radio, stereo, CD-ROM, multimedia. |
| Linguistic – (L) | using words effectively. These learners have highly developed auditory skills and often think in words. They like reading, playing word games, making up poetry or stories. They can be taught by encouraging them to say and see words, read books together. Tools include computers, games, multimedia, books, tape recorders, and lecture. |
| Logical - Mathematical – (LM) | reasoning, calculating. Think conceptually, abstractly and are able to see and explore patterns and relationships. They like to experiment, solve puzzles, and ask cosmic questions. They can be taught through logic games, investigations, and mysteries. They need to learn and form concepts before they can deal with details. |

Appendix 2: Subject Specific Identification Criteria

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| English | <p>Children who achieve 127+ and fall into stanine 9 in PIE assessment and the NFER reading and spelling assessments, <u>plus</u> have an NC writing level of 4 parts above the national average (eg 3a/4 at Y2 and 5a/6 at Y6)</p> <p>Particularly competent and voracious readers will also be identified, based on the number and type of books they are reading as well as their ability to comprehend challenging texts and discuss their themes.</p> |
| Mathematics | <p>Pupils who are gifted in MATHEMATICS are likely to:</p> <ul style="list-style-type: none"> ▪ learn and understand mathematical ideas quickly; ▪ work systematically and accurately; ▪ be more analytical; ▪ think logically and see mathematical relationships; ▪ make connections between the concepts they have learned; ▪ identify patterns easily; ▪ apply their knowledge to new or unfamiliar contexts; ▪ communicate their reasoning and justify their methods; ▪ ask questions that show clear understanding of, and curiosity about, mathematics; ▪ take a creative approach to solving mathematical problems; ▪ sustain their concentration throughout longer tasks and persist in seeking solutions, appropriate to their age level; ▪ be more adept at posing their own questions and pursuing lines of enquiry; ▪ have a standardised score above 127 and in stanine 9; ▪ (where a pupil may have specific learning difficulties or an IEP this can provide further information.) |
| Science | <p>Pupils who are gifted in SCIENCE are likely to:</p> <ul style="list-style-type: none"> • enjoy challenges and problem solving • be inquisitive about how things work and why things happen (they may be dissatisfied with simplified explanations and insufficient detail) • ask many questions, suggesting that they are willing to hypothesise and speculate • be extremely interested in finding out more about themselves and things around them • make connections quickly between facts and concepts they have learned, using more extensive vocabulary than their peers • think abstractly at an earlier age than usual and are able to explain ideas and observations • analyse data or observations and spot patterns easily • understand the concepts of reliability and validity when drawing conclusions from evidence • consider alternative suggestions and strategies for investigations • think logically, providing plausible explanations for phenomena (they may be methodical in their thinking, but not in their recording) • use different strategies for finding things out (practical and intellectual) – they may be able to miss out steps when reasoning the answers to problems • enjoy researching obscure facts and applying scientific theories, ideas and models when explaining a range of phenomena • enjoy talking to the teacher about new information or ideas • consistently score significantly above average in tests. |
| ICT | <p>Pupils who are gifted in Computing are likely to:</p> <ul style="list-style-type: none"> • Demonstrate Computing capability significantly above that expected for their age |

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| | <ul style="list-style-type: none"> • Learn and apply new Computing techniques quickly • Use initiative to exploit the potential of the more advanced features of Computing tools • Transfer and apply Computing skills and techniques confidently in new contexts • Explore independently beyond given breath of a Computing topic • Initiate ideas and solve problems, use ICT effectively and creatively, develop systems that meet personal needs and interests. |
| DT | <p>When working with one or more of the different material areas of Design Technology pupils' will show enthusiasm and interest in both the designing and making aspects of the subject and will be able to work independently.</p> <p>Design ideas will be complex, varied, and imaginative and the quantity produced will often exceed expectations.</p> <p>Pupils' show curiosity, ask searching questions and are reflective about their work. They are able to visualise the process needed to make their idea and can therefore plan independently and modify their plans as needed during practical work.</p> <p>Their ability allows them to choose tools and equipment appropriate for each task and they can often show innovation when making. For example they will take risks, try new concepts and experiment with the tools and equipment available.</p> |
| Art | <p>Pupils who are high achieving in Art excel in the following areas:</p> <ul style="list-style-type: none"> • Design and composition. • Technique, including tonal development. • Representation of movement and elaboration of form. • Advanced schema of human figure. • A strong sense of individuality and inventiveness. <p>Gifted young artists may demonstrate accelerated ability to deal with perspective.</p> |
| Geography | <p>Pupils who are high achieving in Geography display:</p> <ul style="list-style-type: none"> • Excellent knowledge of the processes forming the world • Outstanding locational knowledge • Secure grasp on how geographical features such as migration can impact society • Thirst and desire to learn more |
| History | <p>Pupils who are high achieving in History show the following attributes (not necessarily all).</p> <ul style="list-style-type: none"> • Ability to link cause and consequence over short and longer periods of time • Adept handling of source material; understanding the importance of historical material despite its reliability • Beginning to look at the past objectively |
| Music | <ul style="list-style-type: none"> • display outstanding aural ability: recognise differences in pitch, rhythm, style, tempo and dynamics and (in older pupils) be able to describe these differences articulately; copy back ('echo') pitch and rhythmic stimuli in line with music grade examinations. • demonstration of aptitude in singing or instrumental performance in advance of average standards for age. Sing or play with musical expression and confidence. • demonstrate consistently flair in developing creative, original compositional ideas. |
| Speech and Drama | <ul style="list-style-type: none"> • Be able to devise a story from an idea and improvise in performance. • Be a prolific reader of fiction. |

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| | <ul style="list-style-type: none"> · Demonstrate focus and imagination in school productions. · Be able to work as part of a team. · Be passionate about the arts. · Speak verse/text with clarity and maturity. |
| Physical Education | <p>Pupils who are gifted in Physical Education (Games) are likely to:</p> <ul style="list-style-type: none"> • Have natural hand-eye co-ordination • Have good spatial awareness • Be a team player in all aspects – sportsmanship, etiquette, communication etc. • Always being fully focussed • Committed • Able to read a game situation and react appropriately under pressure • Have an excellent work rate • Learn and understand new skills quickly • Think tactically and strategically • Apply knowledge effectively within a game situation <p>Pupils who are gifted in Physical Education (Games) are likely to:</p> <ul style="list-style-type: none"> • Have body skilfulness and awareness • Have a high degree of co-ordination and control of their bodies • Show strong awareness of their bodies in space • Combine movements fluidly, precisely and accurately in a range of contexts • Be creative, adaptable and original |
| Languages | Children who speak three or more languages fluently. One of these must have been learnt without being spoken frequently at home. |

Reviewed: June 2019

Next review date: June 2020

Person responsible: Mrs Mary Price