



Teaching & Learning Policy - Appendix A Able and Talented Children

Policy aims

The aim of this policy is to ensure that we:

1. Identify children or pupils who are achieving or have the potential to achieve significantly in advance of the average for their year group
2. Provide for the learning needs of those children or pupils who may be identified as more able and talented
3. Prepare these pupils for the opportunities, responsibilities and experiences of life.

Rationale

All children have a right to a broad, balanced and relevant education which provides continuity and progression and takes individual differences into account. At Oakwood we aim to provide a curriculum that is appropriate to the needs and abilities of all our children. We plan our teaching and learning in such a way that we enable each child to reach for the highest level of personal achievement.

This policy outlines the school's practice and procedures relating to the support of able and talented pupils.

Definition

At Oakwood School, the pupils identified in the cohort will be achieving, or **have the potential to achieve**, significantly in advance of national expectations.

Pupils can be identified as:

- Being '**all-rounders**'; achieving at a higher level than their peers across all subjects
- Having **academic ability** (defined as ability in one or more subjects in the statutory school curriculum other than art, music, or PE)
- Being **talented** (defined as those with ability in art, music, PE or in any sport or creative art)

Our identification strategy will ensure that pupils are identified who have the potential to achieve, but may not be regularly demonstrating high achievement.

Pupils with English as a second language and/or Special Educational Needs and or Disabilities (SEND) will be given equal access to identification. The definitions are seen as complementary rather than exclusive.

The names of pupils identified as being more able and talented in three areas: all rounders, academic ability or talented will be recorded on a list. The list will be maintained for the

purposes of identifying pupils for curriculum opportunities, for staff information and for monitoring purposes. Parents will be made aware that their child is on the list if appropriate. This list will be reviewed annually to reflect its mutability.

Identification

The school has chosen to adopt the following procedures to identify the more able and talented cohort.

1. Analysis of whole school assessment data as part of the school assessment cycle
2. Monitoring and evaluating individual pupil rates of progress over time
3. Teacher identification of underachievement using indicators
4. Teacher identification supported by observation
5. Parent and pupil self-nomination only with supporting evidence

Assessment for academic subjects

The progress of identified pupils will be monitored using the whole school assessment procedures.

Provision

Teaching and learning strategies

We aim to provide a broad and balanced curriculum that encourages all pupils to pursue and develop their individual interests and abilities. For the majority of pupils identified as more able and talented, provision will be made within normal curriculum planning and differentiation. All classrooms provide an effective learning environment. For more able and talented pupils this may include:

- Different forms of differentiation
- Higher order questioning
- Differentiated homework
- Planned enrichment/extension activities
- Mentoring by an adult with ability or interest in similar area
- Using interests and expertise of pupils to deliver aspects of the curriculum
- Range of extra-curriculum provisions available including instrumental and vocal tuition.
- Wide range of school clubs including science, choir, sports, art
- Special competitions
- Class / group outings
- Other professionals visiting the school e.g artists, actors, musicians, scientists, outdoor learning specialists
- Providing opportunities for pupils to perform at assembly, in concerts, performances.
- Giving pupils responsibility / choice
- Setting collaborative research and presentation work
- Critical thinking - giving thinking skills and challenging their deepest thinking – depth as well as coverage
- Applications for internal school scholarships

Senior School Transition

Comprehensive references are compiled to ensure that senior school receive a complete picture of the pupils. Pupils are fully supported with scholarship applications.

At Oakwood, we strive to provide opportunities for all and take care to extend our provision, where appropriate, to all who are interested. Through our open to all clubs and VIP programme, we promote diverse talents and expose children to a wide range of experiences. We are able to offer flexibility within the timetable to support external activities e.g. swimming or cricket training, participation in plays.

Reviewed: August 2015	By:	Nicole Stephens Head of Academics
Reviewed: August 2016	By:	Charlotte Mason IENCo
Reviewed: September 2017	By:	Charlotte Mason IENCo
Reviewed: September 2018	By:	Charlotte Mason IENCo
Reviewed: September 2019	By:	Nicole Stephens Assistant Head Academics
Reviewed: January 2021	By:	Nicole Stephens Assistant Head Academics
Signed: 	By:	Clare Bradbury Headteacher
Next Review Date:		August 2021