

Appleton Wiske Community Primary School
More Able and Talented Policy

At Appleton Wiske Community Primary School, we recognise that each child is unique, displaying a range of intelligences and abilities. It is our policy to enable all children, including those who are more able and talented (MAT) to develop their full potential academically, socially and spiritually.

Rationale

In identifying MAT pupils in our school, and providing suitably differentiated learning experiences, we are responding to OFSTED as well as to the LA and national initiatives with regard to special provision for this group of children.

Aims

- Promote an ethos in which success and achievement across the identified range of intelligences (See Appendix 1) is recognised and celebrated throughout the school
- Meet the particular educational, social and personal needs of MAT pupils
- Raise achievement of all children by providing enjoyable, exciting and challenging experiences, in a stimulating and supportive environment
- Develop effective partnerships between school, parents and outside agencies
- Monitor and evaluate the procedures which have been established as a result of the implementation of this policy

Objectives

- Involve children in decisions made about their learning
- Develop staff expertise in the recognition and provision for children with special abilities and talents
- Develop a model of good practice throughout the school which caters for MAT children and is easily understood and implemented by staff as part of their routine planning and classroom practice
- Enable a consistent approach for MAT children in each year group
- Provide opportunities for MAT children to work at higher skills and/or cognitive levels
- Improve continuity and progression including transfers between year groups and key stages

Agreed Definitions

We agree with the following statements and recognise that children described as more able and talented have specific needs:

“Pupils who achieve, or have the ability to achieve, at a level significantly in advance of their peers. This may be in all areas of the curriculum or in a limited range” – Deborah Eyre

“... the most able 5 to 10% of pupils from each school. These are pupils who achieve or have the ability to achieve at a level significantly in advance of the average for the year group in their school” – DCFS

“A growing body of evidence is emerging to suggest that if a school looks systematically at its provision for the most able, then overall school standards will rise” – Deborah Eyre

Creating an Ethos for MAT Pupils

- All pupils know that they are valued and cared for and have some special recognised talent
- It is acceptable to have special talents identified and celebrated
- Success is celebrated privately or together as a learning community
- Success is shared with staff and parents, including verbal recognition and letters home
- We are sensitive to the social and emotional needs that may affect some MAT pupils, such as self-criticism, inability to cope with failure, difficulty relating to others
- We emphasise the positive and learn with optimism and good humour
- Children value coming to our school
- We develop a valued rewards system which appeals to all pupils
- All pupils are active participants and contribute to their own learning
- MAT pupils value challenge and are able to take educational 'risks' without resulting in stress

Identification

We recognise the importance of early identification, assessment and provision for children who are very able. Our intention is to obtain a broad profile of MAT pupils using a range of criteria, which will include:

- Teacher referral from observations and assessments
- Standardised tests and target-setting information
- Performance in investigative maths/science and/or non-verbal reasoning tests
- Subject-specific checklist of advanced performance criteria
- Observations of others in different settings, such as coaches, parents, peers
- Reading 'signals' from MAT children, such as behaviour, comments, attitude

Provision

It is envisaged that the majority of children identified as being MAT will benefit from a suitably differentiated curriculum within the normal class setting. Such activities will be identified as a matter of course in teachers' weekly planning. Particularly gifted children (described as the top 1 to 2% of the national population) may require an IPM. Provision will include:

- Open-ended situations where MAT pupils can achieve at their own level
- Differentiated homework tasks
- Mentoring by a similarly-talented or appropriately-skilled adult
- Special competitions
- Observation of visiting specialists, such as poets, actors, artists
- Involvement in special projects requiring their own talents
- Allocating responsibilities that makes use of their special talents

Needs of the MAT Pupil

- Opportunities to work at an increased pace
- Less detailed instruction
- More independence of study
- A reduced number of steps in a process
- Open-ended situations
- Abstract tasks
- A wide variety of creative opportunities
- To be treated as a child whatever the intellectual level reached
- To have a balance of work and play
- Challenging questioning
- The opportunity to take risks in an organised way
- To develop high self-esteem through a supportive learning environment

MAT Registration

Class teachers, in consultation with the Head Teacher, will draw up class registers. Registers will be inclusive rather than exclusive and will commence during the foundation stage. Our aim is to include as many of the pupils as possible on the register by looking carefully at the multiple intelligences as described in the work of Howard Gardner. The MAT register will be informed by test results, observational assessment, teacher referral, pupil and parental nomination. Records of pupils moving to different classes or schools will include any relevant information from the MAT register. Pupils new to the school will be assessed as soon as possible. Teachers will take account of the transfer records passed on from previous schools as well as parental advice and other evidence when updating the MAT register. Parents will be informed if their child is put on or taken off the register.

Monitoring

Provision for MAT pupils will be monitored through medium term planning by subject coordinators, short term planning by teachers and classroom observations by the Head Teacher and subject leaders. Children's progress will be closely monitored through the school's assessment and tracking systems and through regular reviews of MAT children's targets. The MAT register will be reviewed at least annually.

Revised: May 2017

Review date: May 2020

Appendix 1

Intelligences And Characteristics Of MAT Pupils

Mathematics

- 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
- Be more adept at posing their own questions and pursuing lines of enquiry.

English

Creative Flair

- Writing or talking in imaginative and coherent ways
- Elaborating on and organising content to an extent that is exceptional for their age

Stamina And Perseverance

- Using any suitable opportunities to produce work that is substantial and obviously the product of sustained, well-directed effort

Communicative Skills

- Involving and keeping the attention of an audience by exploiting the dramatic or humorous potential of ideas or situations in imaginative ways
- Taking a guiding role in helping a group to achieve its shared goals, while showing sensitivity to the participation of others
- Writing with a flair for metaphorical or poetic expression
- Grasping the essence of particular styles and adapting them to their own purposes
- Expressing ideas succinctly and elegantly, in ways that reflect an appreciation of the knowledge and interests of specific audiences
- Using ICT to research ideas and create new texts

Ability To Take On Demanding Tasks

- Researching, comparing and synthesising information from a range of different sources, including ICT
- Engaging seriously and creatively with moral and social themes expressed in literature

Arguing And Reasoning

- Creating and sustaining accounts and reasoned arguments at a relatively abstract or hypothetical level, in both spoken and written language
- Grasping the essence of any content and reorganising it in ways that are logical and offer new syntheses or insights
- Justifying opinions convincingly, using questions and other forms of enquiry to elicit information and taking up or challenging other people's points of view

Awareness Of Language

- Understanding the nature of language and showing a special awareness of features such as rhyme, intonation or accent in spoken language and the grammatical organisation of written texts
- Showing an interest and enthusiasm for language study, including an awareness of the relationship between the sounds and words of different languages that are not apparent to most of their peers

Science

- Be extremely interested in finding out more about themselves and things around them
- Enjoy researching obscure facts and applying scientific theories, ideas and models when explaining a range of phenomena
- Be able to sustain their interest and go beyond an obvious answer to underlying mechanisms and greater depth
- 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
- Use different strategies for finding things out (practical and intellectual) – they may be able to miss out steps when reasoning the answers to problems
- Think logically, providing plausible explanations for phenomena (they may be methodical in their thinking, but not in their recording)
- Put forward objective arguments, using combinations of evidence and creative ideas, and question other people's conclusions

- Decide quickly how to investigate fairly and manipulate variables
- Consider alternative suggestions and strategies for investigations
- Analyse data or observations and spot patterns easily
- Strive for maximum accuracy in measurements and take pleasure, for example, from reading gauges as accurately as possible (sometimes beyond the accuracy of the instrument)
- Make connections quickly between facts and concepts they have learned, using more extensive vocabulary than their peers
- Enjoy challenges and problem solving, while often being self-critical

Music

- Be captivated by sound and engage fully with music
- Select an instrument with care and then be unwilling to relinquish the instrument
- Find it difficult not to respond physically to music
- Memorise music quickly without any apparent effort, be able to repeat more complex rhythmical and melodic phrases given by the teacher and repeat melodies (sometimes after one hearing)
- Sing and play music with a natural awareness of the musical phrase
- Demonstrate the ability to communicate through music, for example to sing with musical expression and with confidence

Musical quality is very difficult to define in words as music is a different form of communication to language. The closest we can get is to say that it 'sounds right': skills and techniques are used to communicate an intended mood or effect. Pupils who have a talent for music show a particular affinity with sound. This type of talent is sometimes hard to identify, especially when it is not combined with more general giftedness. It is however often most significant, since it may be a pupil's only route to real success, increasing their self-esteem and motivation for other areas of learning.

History

- Show particular skill at inference and deduction when reading texts
- Synthesise information to present a cogent summary
- Use subject-specific vocabulary confidently
- Follow and contribute effectively to a line of argument in discussion by making relevant contributions and substantiating points with evidence
- Access complex source materials with growing independence
- An extensive general knowledge, including a significant amount of historical knowledge
- Develop with ease a chronological framework within which to place existing and new knowledge; demonstrate a strong sense of period as a result of study
- Understand and apply historical concepts to their study of history
- Be able to draw generalisations and conclusions from a range of sources of evidence
- Seek to identify patterns and processes in what they study, while being aware of the provisional nature of knowledge
- Be able to establish and follow a line of enquiry, identifying and using relevant information
- Be good at reasoning and problem solving
- Think flexibly, creatively and imaginatively
- Show discrimination when selecting facts and evaluating historical evidence
- Be intrigued by the similarities and differences between different people's experiences, times and places and other features of the past
- Thrive on controversy, mystery and problems of evidence

Geography

- Understand concepts clearly so that they can apply this understanding to new situations in order to make interpretations, develop hypotheses, reach conclusions and explore solutions
- They understand geographical ideas and theories, and apply them to real situations
- Communicate effectively using both the written and spoken word
- Communicate knowledge, ideas and understanding in ways that are appropriate to the task and audience (for example, producing brochures representing particular groups)
- Use subject-specific vocabulary accurately and are able to define words
- Reason, argue and think logically, showing ability to manipulate abstract symbols and recognise patterns and sequences they use and apply mathematical principles (such as area, shape, spatial distribution) and formulae to solve geographical tasks and problems.
- They identify their own geographical questions and establish sequences of investigation
- They understand, and are able to explain, complex processes and interrelationships (for example within and between physical and human environments)
- Enjoy using graphs, charts, maps, diagrams and other visual methods to present information
- Be confident and contribute effectively when taking part in less formal teaching situations.
- They take part readily in role-play situations or simulations and enjoy contributing to outdoor fieldwork

- Have a wide-ranging general knowledge about the world
- They have good knowledge of where places are in the world and of topical issues
- Be able to transfer knowledge from one subject to another
- Be creative and original in their thinking, suggesting solutions to a problem

Art and Design

- Think and express themselves in creative, original ways
- Have a strong desire to create in a visual form
- Push the boundaries of normal processes, they take risks without knowing what the outcome will be; they change ideas to take into account new influences or outcomes
- Show an interest in the art and design of the world
- Use materials, tools and techniques skilfully and learn new approaches easily, they are keen to extend their technical abilities and sometimes get frustrated when other skills do not develop at the same time
- Explore ideas and sources on their own and collaboratively, with a sense of purpose and meaning
- Critically evaluate visual work and other information
- They apply ideas to their own work in innovative ways
- Exploit the characteristics of materials and processes.
- Explore alternatives and respond to new possibilities and meanings
- Understand that ideas and meanings in their own and others' work can be interpreted in different ways

Computing

- Demonstrate computing capability significantly above that expected for their age
- Learn and apply new computing techniques quickly, such as using shortcut keys for routine tasks effectively and appropriately or applying techniques for integrating applications such as mail merge and databases
- Use initiative to exploit the potential of more advanced features of ICT tools, for example investigate the HTML source code of a website and apply features such as counters or frames to their own web designs
- Transfer and apply computing skills and techniques confidently in new contexts, for example having learned about spreadsheet modelling in a mathematical context recognise the potential of applying a similar model in a science investigation
- Explore independently beyond the given breadth of a computing topic, for example decide independently to validate information found on a website; having learned control procedures for a simple traffic light model extend the procedure to include control of a pedestrian crossing
- Initiate ideas and solve problems, use ICT effectively and creatively, develop systems that meet personal needs and interests, for example create an interactive fan club website that sends out a monthly newsletter to electronic subscribers (either working on their own, or collaboratively with peers)

PE

- Reflect on processes and outcomes in order to improve performance, understanding the close and changing relationship between skill, fitness and the tactics or composition of their performance
- Be creative, original and adaptable, responding quickly to new challenges and situations, and often finding new and innovative solutions to them
- Have a high degree of control and co-ordination of their body
- Show strong awareness of their body in space
- Combine movements fluently, precisely and accurately in a range of contexts and activities
- Evaluating and improving performance through leadership
- Acquiring, developing and performing advanced skills and techniques
- Specific strengths in general areas, such as games activities or dance activities
- Perform at high levels in sport/dance/swimming in the community

RE

- Make sense of and draw meaning from religious symbols, metaphors, texts and practices
- Be sensitive to the numinous or the mystery of life and have a feeling for how these are explored and expressed
- Understand, apply and transfer ideas and concepts across topics in RE and into other religious and cultural contexts

Giftedness in RE is not the same as being spiritually gifted

Appendix 2

Characteristics of Intelligences in Non-Curricular Terms

Interpersonal

- Is trusted with other children's secrets and problems
- Comfortable in the presence of strangers
- Prefers group activities to individual ones
- Willing to help other children with their work
- May take part in activities which help the community
- Can explain why other children behave as they do
- Generally affirms rather than contradicts the views of others
- Communicates verbally and facially

Intrapersonal

- Deeply reflective and will ask searching questions
- Worries about 'unknown' events
- Demonstrates intensity when reading
- Shows genuine concern about events in the news
- Desires justice and fairness
- Prefers working alone
- Strong belief systems
- Emotions may override logic
- Has some difficulty in communicating own ideas effectively
- Becomes easily frustrated and may want to 'give up'

Leadership

- Organises group tasks and designates jobs
- Takes on important tasks themselves
- Clarifies parameters of a task with the teacher
- Will see a task through to completion
- Other children show a reliance on them
- Peers will nominate them as leaders or captains
- Has a high level of self-esteem
- Communicates forthrightly with a confident tone
- Prone to mistakes due to the risks they are prepared to take
- Prefer to be actively engaged in a practical task than to listen or read

Organisational

- Meticulous in preparation to work - titles, dates, underlines etc.
- Quality of writing is the best that they are capable of
- Arithmetic work is carefully spaced
- Personal space is invariably tidy
- Remember important home/school tasks
- Demonstrate an ordered approach to tasks
- Often slower than others to complete a task
- Show a willingness to tidy up areas of the classroom
- Suggest to the teacher classroom tasks which need attention
- Make good monitors for 'persistent jobs'

Practical

- Demonstrates enthusiasm in design technology work
- Handles tools well and makes good models
- Can foresee pitfalls in practical tasks
- Enjoys practical science and spatial mathematics
- Will attempt to fix computers which have malfunctioned
- Reads books of a pictorial and non-fictional type
- Enjoys doing jigsaws and similar practical puzzles
- Displays interest in shape space and measures but not in computation
- Writing and presentation skills may be underdeveloped
- Preferred learning styles are kinaesthetic/visual with very little aural