

ALAMEDA MIDDLE SCHOOL



Ambitious  Motivated
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MORE ABLE AND TALENTED POLICY

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1. INTRODUCTION

Alameda Middle School is dedicated to offering an inspiring learning environment where all individuals are valued, and everyone has the opportunity to achieve their best in everything they do.

All pupils have the right to a broad, balanced and relevant education, which provides continuity and progression and takes individual differences into account. At Alameda, we aim to provide a provision that is appropriate to the needs and abilities of all our pupils. In particular, we believe that we have a clear responsibility to engender high aspirations and to equip our pupils to achieve their potential, without limits.

The vision for “more able” pupils at Alameda is one of ensuring that every pupil with the inherent ability to far exceed age related expectations across the curriculum is recognised at the earliest opportunity, and that every possible measure is taken to ensure that they achieve their aspirational targets.

We initially consider “more able” pupils to be those who enter the school with assessed as “exceeding the age-related expectation” in English and mathematics based on Key Stage 1 and entry assessments. Pupils can then be identified as “more able” throughout their time at Alameda, based on performance in Key Stage 2 tests other assessments in maths, English and across the curriculum.

We consider “talented” pupils to be those who excel in a particular area such as Art, Music, Drama or PE. Pupils can be identified as “talented” based on information from the transition process or throughout their time at Alameda where they demonstrate excellence in one or more of these areas.

2. AIMS

- To identify pupils who are “more able” and “talented” on entry to the school and to ensure that they reach their full potential.
- To continue to identify pupils throughout their four years at Alameda who are “more able” and “talented” and to ensure they reach their full potential.
- To provide a curriculum which meets the needs of all pupils, including the “more able”.
- To provide extra-curricular activities which provide enrichment opportunities to extend and challenge pupils. In particular, to ensure that “more able” pupils develop the skills and

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attributes needed to support their future success such as, critical thinking, presentation and leadership skills and to ensure the “talented” have the opportunity to excel and continue to improve.

- To ensure that teaching and learning strategies meet the needs of all pupils, including the “more able”, and that all lessons are clearly differentiated by outcome as well as activity.
- To ensure that all pupils have the highest aspirations and that academic and wider success is always celebrated.

3. IMPLEMENTATION

Provision for the “more able and talented” is viewed as the responsibility of all members of staff and across the school. We routinely use a variety of strategies including:

- Using enjoyable methods and tasks to deliver the curriculum, including the use of enrichment activities/days, where appropriate.
- Recognition of achievement
- Adequate differentiation and extra extension activities, where appropriate.
- Varied and flexible pupil groupings, sometimes allowing “more able” pupils to work together, sometimes allowing them to take particular roles in mixed-ability groupings.
- Effective feedback strategies, encouraging pupils to evaluate their own work and so become self-critical, independent learners.
- Continued professional development opportunities to further improve “more able and talented” delivery across the school.
- Effective use of internal and external data to support and challenge the “more able”.
- The creation of extra curricular provision to develop the learning skills and critical thinking capabilities of the “more able” pupils in preparation for Upper School, GCSEs and beyond.

Specific priorities for the academic year 2024-25 are:

- Programme of enrichment across the years to engage and enrich all ‘more able and talented’ students in the school, to include, debating competitions, workshops, GCSE tasters, expert teachers delivering sessions.
- Improving links with feeder-lower schools to facilitate data transfer and to ensure that valuable learning time is not wasted.
- The identification of teaching staff where “more able” provision is a strength, in order that they can support and develop other staff through coaching.

4. RESPONSIBILITIES:

The More Able and Talented Lead will:

- Monitor the school's provision for pupils identified as "more able" and "talented".
- Monitor the progress of pupils identified as "more able" at each data review, developing strategies/initiatives to address underachievement.
- Identify the "more able" new intake before they leave lower school, so that the school can commence work with these pupils, smoothing the transition and reducing any academic "dip".
- Lead "more able" focus activities; using learning walks, book scrutiny and monitoring of planning and schemes of work, including a short report addressing *what went well* and *even better if* with regard to provision for "more able" pupils.
- Include "A day in the life of" more able pupils in monitoring.
- Co-ordinate enrichment activities offered either within the school or in collaboration with other partner organisations.
- Lead initiatives to celebrate "more able" and "talented" pupil success.
- Consult with the "more able" and "talented" pupils to identify ways in which they would like to be supported and to review the effectiveness of the strategies used.
- Mentor as group and individuals the "more able and talented" pupils.
- Compile the "more able" register by year group and subject area, reviewing it using data from lower schools, Key Stage 2 test results and GL test results.
- Maintain the "Talented" register, in consultation with other relevant staff.
- Identify "more able" pupils who are underachieving based on assessment outcomes.

Subject Leaders will:

- Create long, medium and short term plans to meet the needs of the "more able" and "talented", including differentiated homework and lessons.
- Monitor the progress of "more able and talented" students in their subject area(s), directing intervention strategies, as appropriate e.g. through learning conversations with pupils or through intervention sessions etc.
- In consultation with the Leadership Team lead, carry out self-evaluation activities within their subject area(s), to ensure appropriate levels of stretch and challenge are maintained.
- Work with their links at the upper school to set up activities for "more able and talented" pupils.

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Subject teachers will:

- Use data to plan and deliver lessons/interventions which meet the needs of the “more able and talented” pupils in their groups.
- Recognise and celebrate “more able and talented” pupil success.

Year Leaders will:

- Monitor the progress of each pupil in their care, including the “more able and talented”.
- Liaise with the Leadership Team lead and subject leaders to direct, and to review, appropriate support for pupils who are identified as underachieving.

Parental involvement:

Parents and carers’ involvement in their child’s learning is actively encouraged by the school. All pupils are encouraged to share their work and achievements with their parents and the school will regularly update parents on the progress being made by their child. Where appropriate, parents of “more able and talented” pupils will also be invited in to the school to discuss how they can support their child for example, through homework, and/or the provision of additional resources etc.

5. MEASURING IMPACT:

The impact of the school’s “more able and talented” strategy will be measured using the following agreed quality assurance systems:

- After each data collection subject leaders will use information about underachievement to direct intervention in their subject area. Year Leaders and Senior Leadership links then quality assure that this intervention is taking place.
- The “more able and talented” focus week provides evidence for a review of teaching and learning practices, allowing subject leaders and the More Able Leader to drive continuous improvement of “more able” provision.
- A review of progress towards targets set in the school development plan will be carried out by the Leadership Team on a termly basis.
- “More able and talented” discussions will form part of the strategic self-evaluation activities carried out by Governors.

6. POLICY REVIEW:

The policy will be reviewed every 3 years as part of the general policy review cycle.