



Maghull High School

Very Able & Talented Policy (including Exceptionally Able)

Revised March 2017 (G Banks)
Review date – March 2019

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Maghull High School

Very Able & Talented Policy

(including Exceptionally Able)

Our Aims

At Maghull High School we believe that all students are entitled to an education that will enable them to develop their full potential, be that intellectual, physical, aesthetic, creative, emotional, spiritual or social, finding appropriate challenge in our learning environment.

All students have individual needs, making personalised learning a priority in our teaching and learning.

The commitment to supporting Very Able and Talented pupils is an intrinsic part of our teaching and learning policy and is reflected in all other school policies.

Objectives

- To ensure the identification of VA&T students in individual subject areas and in areas outside of academic work.
- To ensure VA&T students reach their potential in academic and non-academic areas.
- To offer VA&T students opportunities to explore more demanding work in and out of the classroom e.g. higher knowledge, abstract concepts, communication skills, mathematical skills and thinking skills including problem solving.
- To encourage independence and creativity in students in developing their own broad range of learning styles.
- To develop a consistent approach from all members of staff towards provision for VA&T students.

Identification

Students at Maghull High School who have achieved extremely high standards in English and/or maths, or who fulfil additional criteria will be identified as either Very Able, Exceptionally Able or Talented in one or more subjects. Maghull High School expects these students to make exceptional progress by Year 11, achieving A*/8/9 in their GCSE subjects. These students will be tracked and monitored as an identified cohort through Years 7-11.

Very Able

Very able pupils are identified in each year group. These are pupils who achieved SAT scores at the end of KS2 equal to or above the top 10% of pupils nationally. Pupils may also be identified during their time at Maghull High School should their progress be significantly beyond the year average in a range of subjects.

The top 10% is broadly recognised as:

Year 8 -11	A KS2 level of 5a or above in both English and Maths
Year 7	An average KS2 point score of 111.5 (Reading & Maths)

Exceptionally Able

Exceptionally able pupils are identified in each year group. These are pupils who achieved SAT scores at the end of KS2 equal to or above the top 2% of pupils nationally.

The top 2% is broadly recognised as:

Year 8 -11	An average KS2 level of 6c (English & Maths)
Year 7	An average KS2 point score of 118 (Reading & Maths)

An Exceptional Educational Plan will be produced to take account of the student's exceptional needs, and the provision of an individual pathway. This will include recommendation for teaching and learning strategies.

Talented

Pupils who display a particular flair for an individual subject are identified as being talented in that subject area. These pupils would be considered to be in the top 10% nationally for the individual subject.

Where KS2 data is available the top 10% for an individual subject is broadly recognised as:

Year 8 -11	A KS2 level of 5a or above in English A KS2 level of 5a or above in Maths
Year 7	A score of 113 or above in Reading – English A score of 112 or above in Maths

Teachers can nominate students to be added to the Talented Register. Specific subject criteria should be used to ensure consistency. These students will be classified as VA&T in the specific subject area they have been identified in.

Parents can nominate their son or daughter if they perform or compete at a high level outside school

e.g. If they play football at county level or play violin in a regional ensemble.

**further clarification of the method used to identify very able, exceptionally able and talented pupils can be found in appendix 1.*

How long do students stay on the register for?

Students who are on the VA Register will continue to be on this register until the end of KS5. If a student has been identified as Talented, they may be removed if they no longer study the subject as part of their KS4 or KS5 curriculum. Students who compete or perform at a high level outside of school will remain on the Talented register irrespective of whether they study that particular subject at GCSE level, for example, competing for Merseyside in Hockey. This allows us to help support the individual with funding for various competitions or trips they may be entered in. Maghull High School has a culture of looking for potential to achieve. Students who demonstrate outstanding work and potential during their school career at Maghull High School can be identified as VA&T and added to the register at any time after consultation with the SLT.

Raising Awareness

All teachers are provided with the VA&T policy and an up to date list of the Very Able, Exceptionally Able, and Talented registers. In addition, all teachers are provided with a copy of the *'Get to Know Your Very Able Pupils'* booklet. This contains a pen-portrait of each Very Able pupil in the school and outlines some of their interests and aspirations.

Pupils who are identified as Very Able attend a weekly meeting during tutor time. This is an opportunity for intervention, enhancements to the curriculum, and communication with pupils.

Parents are invited to attend an annual Very Able parents' presentation/meeting during which they are given key information and provided with guidance on how to support their Very Able child in and out of school.

Quality Assurance of Policy

The VA&T policy takes account of the principles of inclusion and the context of the whole-school population, and:

- encompasses all pupils, including those who have abilities and talents well above those found normally within the school, and which takes account of the school's social and economic composition, gender, ethnicity, including FSM and disadvantage.
- encompasses those who may be underachieving as well as high achievers.
- recognises particular talents in the arts, sport, personal, interpersonal, vocational and entrepreneurial areas as well as academic subjects.
- recognises that breadth of provision and widening participation and experience creates opportunities for talents and abilities to emerge and be recognised.
- is based on a range of well-grounded criteria across all subjects and courses.
- interrogates, analyses and acts on attainment and other assessment and performance data.
- seeks the views of those involved with the pupil including parents or carers, teachers, mentors, the pupils themselves, other pupils and other professionals that the schools may consult.
- acknowledges the need to share information about pupils' abilities, skills and talents, and their potential with staff, students and parents or carers.
- is regularly analysed and reviewed.
- has an impact on practice and provision.

Implementation

The Register

Once identified using KS2 data, students will be placed on the VA&T register. Students may be placed on Talented Register through teacher, parent or student nomination. This will indicate the curriculum area or areas in which the student has been identified as being VA&T. Subject teachers, tutors and parents will be informed. The register will be updated and reviewed during data collections. New starter information is analysed promptly and if appropriate pupils are added to the register immediately on starting on role at Maghull High School.

Banding and Setting

Years 7 to 11 - The curriculum model allows for flexibility between subjects. The setting within each band allows the very able in each subject to be set together. Setting by ability is in place in Mathematics, English and Science in all years. Other subjects set by ability in instances where more than one group exists and if the structure of the timetable allows. Subject leaders consider carefully the use of foundation and higher tiers where available and a broader curriculum coverage is offered to VA students where appropriate. For example, single sciences are accessed by approximately 20% of the cohort.

Subject Teachers

Subject teachers will develop, as part of their normal planning, differentiated activities for that student and set targets as required by school policy and practice.

**see appendix 2 – Challenge and Differentiation Strategy*

Faculty/Department Policies

Each department produces a policy for VA&T students.

Underachievement

Any identified underachievement will be addressed by the leading teacher or an AHT. This may involve target setting, liaising with department areas, and contacting parents.

Disadvantaged pupils identified as underachieving will be prioritised for intervention. The needs of SEN(D) pupils are made explicit through the VA&T register in addition to the inclusion register and addressed by all staff.

Exceptionally Able

An Exceptional Educational Plan will be produced to take account of the student's exceptional needs, and the provision of an individual pathway. This will include recommendation for teaching and learning strategies. Monitored by the VA&T team.

What extra support should a VA&T student receive?

All teachers aim to provide Very Able and Talented students with:

- Challenging lessons
- Shared success criteria that allows for exceptional progress
- Challenging questions
- Differentiated tasks/questions
- Imaginative homework tasks
- Extension work
- Extension questions
- Extra support through individual discussions or interventions
- Access to resources and literature that stretch and challenge
- Praise and Feedback (a lot of very able pupils will be perfectionists and often feel that their work is not good enough)
- Marking for Improvement to engage pupil in AFL
- Independent learning opportunities
- Learning opportunities away from the curriculum

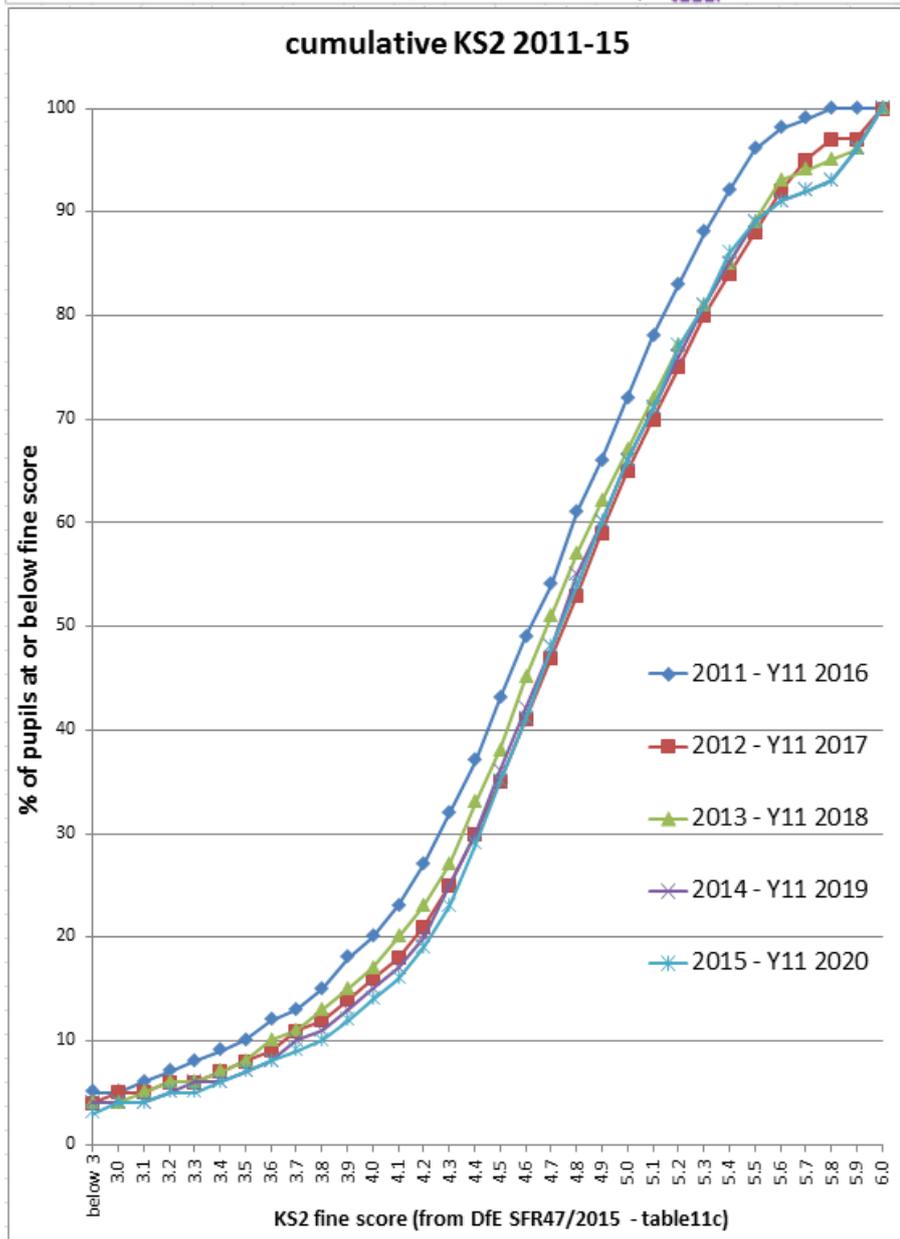
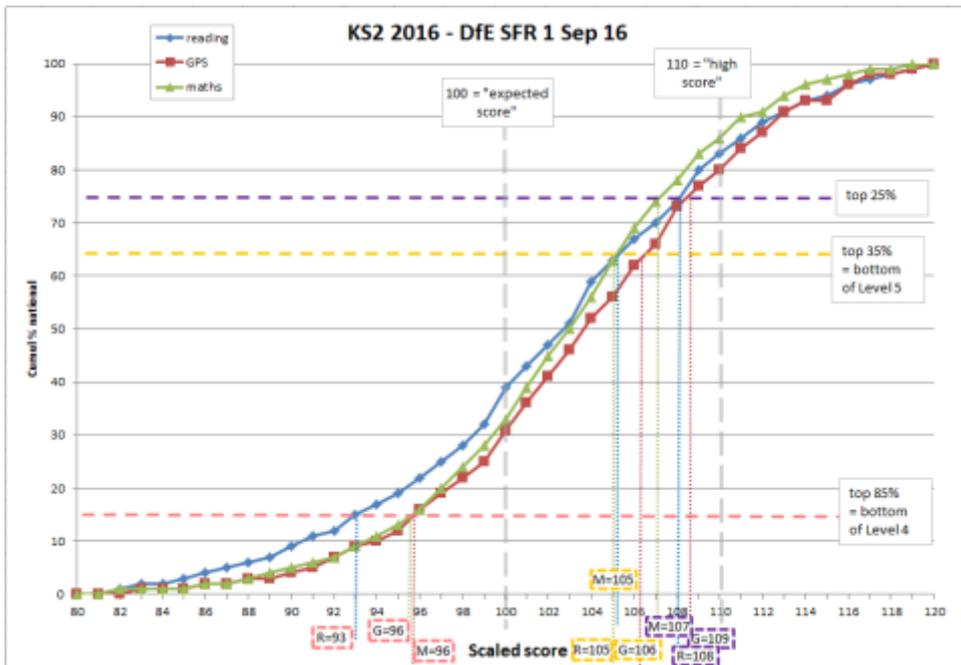
Maghull High School also offers Very Able and Talented pupils:

- Study Sessions
- Educational Trips/Visits to deepen knowledge, understanding and learning
- Visits to Higher Education
- Leadership opportunities
- Team building opportunities
- Presentation/Public speaking skills sessions
- Extra-curricular opportunities such as Very Able clubs
- Enrichment activities
- Skills to develop local, national and international networking opportunities
- Individual funding and support

What systems has Maghull High School put into place to support Very Able and Talented students?

- A Leading Teacher for the Very Able and Talented - TLR3
- Fortnightly meetings with SLT and the Leading Teacher to review current practice within school
- An annual action plan which is regularly reviewed by SLT and governors
- Use of internal data, Raiseonline and FFT analysis to support improvement.
- After each AP data is scrutinised to identify any underachievement by Very Able and Talented pupils. One to one mentoring sessions are offered as a means to agree specific targets for improvement
- Training for staff (Inset, individual courses, literature and latest research) in enabling pupils to achieve A* /9
- Pupil Premium planning ensures Very Able pupils are supported to achieve
- Communicating information to students, parents, staff and governors
- Analysis of KS2 information to support year 7 pupils in the first few months at Maghull High School
- Discussion with Very Able pupils to make improvements for the provision of Very Able pupils within all subject areas
- An annual review of the policy to make improvements
- The school quality assurance calendar includes reviews that specifically focus on quality of provision for the Very Able
- Every department produces a quality assurance report that outlines good practice and developments in provision for the Very Able in each specific subject
- Membership of NACE (National Association for Able Children in Education)
- Use of the NACE Challenge Award framework to evaluate and improve provision
- Ensuring the key findings of OFSTED 'The most able students' (June 2013) and 'the most able students: an update on progress since June 2013' (March 2015) are addressed.

Appendix 1



Appendix 2

The Challenge and Differentiation Strategy can be found here:

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Appendix 3

Subject Specific criteria for the identification of VA&T pupils in a subject area

Appendix 4

Parental nomination form