



**Teaching and Learning Policy:
More Able and Talented Students**

Bolton School Girls' Division Senior School

Teaching and Learning Policy: More Able and Talented Students

It is the responsibility of the teacher to provide an appropriately challenging education for able students and the responsibility of Heads of Department to ensure Schemes of Learning allow for differentiation/personalisation which ensures work is matched to the differing capabilities of individuals or groups.

The support for able students will be primarily, though not exclusively, be by means of classroom teaching and differentiation to extend their learning.

To create the conditions to support able students, it is important that they are:

- Allowed to get it wrong
- Encouraged to take risks
- Encouraged to ask for help
- Commended for effort as well as achievement

The identification of more able & talented students

Students identified as More Able and/or Talented will be listed on the MATS Register available on iSams.

- All students with a qualifying MidYis/Yellis will be placed on the register. This means a score of 129/125 respectively.
- Post 16, all students who either gained at least 8 Grade 9s (or equivalent) or whose overall Alis test places them in Stanine 8 or 9, will be placed on the register

In addition:

- Each subject will nominate students whom they have identified as having gifts and talents in their area; they will be identified on department lists.
- The Headmistress will hold a register of those who have been awarded Scholarships and Bursaries
- Those students scoring highly in the entrance examination will be awarded a place in The Dymond Society.

Principles of identification:

- The pupils identified in the cohort will be achieving, or have the potential to achieve, significantly in advance of the average for the year group in their school
- Our identification strategy includes pupils who have the potential to achieve, but are not regularly demonstrating high achievement.

- Identification is a continuous, whole school process. Movement into the cohort is likely to be more frequent for younger pupils and this reinforces the need for careful monitoring.

Data sources:

- Quantitative data including EE scores, CATS, the results of end of stage tests and teacher assessments, other available test data, such as standardised tests and baseline assessments, and music, art and sporting assessments
- Qualitative information including teacher assessment and nomination, pupil observation and examination of pupils' work

Process

The initial identification process begins with Entrance Exam and CATS testing, but it continues throughout the academic year. Subjects are asked to nominate students for inclusion on the ASR at the end of Term 1 and 3 and this list is circulated to all staff after compilation. The list may be updated at other points in the year in reaction to data and teacher observations.

Subject specific methods could include cross-year tests, teacher identification or external achievement.

In-Class provision

The most important provision will occur in lessons. In class provision is likely to include:

- Setting students work from a higher year group/ more challenging tasks
- Setting of students into ability bands
- Giving students opportunities to lead a topic with the class/ teach a lesson
- Giving students the chairperson role when doing group work
- Giving students the opportunity of independent research – e.g. projects
- Allowing students to further their knowledge – e.g. by doing comparative work
- rather than descriptive; providing activities that require higher order thinking skills
- Providing a more challenging resource
- Providing students with extra reading
- Sharing differentiated success criteria in advance
- Foster originality, independence and initiative

NB: This is not an exclusive list.

Teaching and Learning Strategies

Introduction

- Set investigations across a sequence of lessons
- Select pupils to set the starter activity
- Expect pupils to articulate rules or patterns to clarify understanding
- Have tasks or examples that require higher-order thinking skills
- Use differentiated or open-ended questioning

- Make a statement and ask for it to be justified by more able students
- Exploit the power of the follow-up question: 'What makes you think that?'
- Have a range of tasks based on the same text or focus
- Ask able pupils to articulate the skills involved in completing particular tasks

Whole class

- Differentiate expectations
- Prepare questions targeted on particular pupils that reflect their needs and personalities and to involve able pupils in interactive discussions
- Prime able pupils for contributions that extend the experience of all
- Pitch texts just above the independent reading level of the class
- Avoid over-exposure of able pupils
- Give an oral commentary with the more able in mind
- Involve pupils in modelling and articulating explanations and principles if appropriate
- Make it possible for able pupils to enter tasks at a higher point
- Use the terminology to support meta-cognition
- Offer the inspiration that can come from meeting older pupils who have achieved highly
- Encourage self-checking based on prompt sheets for self-analysis
- Monitor independent reading round the subject.
- Extend and exploit the conventions of different text types
- Match texts and tasks to pupils' abilities through negotiation based on high expectations
- Establish extracurricular groups
- Set investigative, research-based tasks
- Make time for individual feedback

Group work

- Identify able pupils' shared needs and group accordingly - giving time for able pupils to work together on work that reflects their abilities
- Create task-specific groups
- Allocate challenging roles in group work, for example, chairing the group, taking responsibility for moving discussion forward
- Have group/pupil targets, not just class targets
- Encourage pupils to set questions, not just to provide answers
- Negotiate objectives, styles of response and criteria for evaluation
- Require the articulation of principles and development points
- Expect 'different' rather than just 'more'
- Focus on qualitative outcomes
- Explore possibilities for acceleration
- Compact the task and give a limited focus to promote depth
- Plan to engage with higher-order learning skills

Plenaries

- Expect pupils to offer explanation, not just presentation

- Encourage able pupils to take notes for feedback
- Allow able pupils a different timescale for feedback
- Focus on the articulation of what has been learnt, using appropriate terminology
- Tackle demanding objectives and build understanding of concepts
- Instil the habit of reflection on learning

Questioning

- Questioning should be differentiated for able students, through higher order and open questions.

Literacy and numeracy

- More complex and challenging language/ numeracy should be used with more able students, to stretch their vocabulary and enrich their learning.

Independent work

- More able students should be challenged to work independently, with the teacher facilitating their learning.

Enrichment opportunities

Students on the MATSR should be provided with enrichment opportunities which

- Extend their understanding of the subject
- Introduce them to new ideas or applications beyond the classroom
- Involve them in collaboration with students from other year groups/schools
- Involve them in learning from/collaboration with adults/mentors/experts outside the school
- Allow them to make connections between different areas of learning
- Encourage them to make ambitious choices for their future
- Challenge their thinking, pre-conceptions and ways of learning.

Enrichment activities will be organised:

- By departments to extend/enrich learning in their subject area
- By the enrichment coordinator to enhance learning in areas of general interest.
- By Pastoral and PSHE staff to meet the needs of the whole student
- By those responsible for extra-curricular activities.
- By those responsible for MAT, EAL and SEND students