



Keble Prep Policy for More Able and Talented Pupils

Introduction

Keble Prep School is committed to providing an environment which encourages all pupils to maximise their potential. The More Able and Talented Policy, although aimed specifically at the more able and talented, is intended to be inclusive in its nature and is therefore consciously aimed at raising achievement throughout the school as well as meeting the needs of the more able and those who are talented. Provision for the more able and talented is the responsibility of all members of staff at Keble Prep; in recognising, stimulating and challenging our more able and talented students we also aim to raise the achievement of all children within the school.

Rationale

All pupils at Keble Prep are valued for their individual strengths and abilities in areas across the curriculum and beyond. We are aware that some pupils have significant abilities in one or more areas and this policy aims to address the specific needs of these pupils. Therefore, these pupils need to be identified, targeted, supported and challenged to maximise their potential.

Aims

This policy aims to ensure we can provide:

- High expectations of achievement for all students
- Opportunities to develop specific skills or talents
- The opportunity to experience a broader, richer curriculum
- Support and care for the whole child, socially, emotionally and intellectually
- Raising of aspiration for all pupils
- Greater enterprise, self-reliance and independence for all students

Definitions

Below are definitions for More Able and talented pupils

The More Able child is usually defined as being in the top 5% of the school's population, regardless of the school's ability profile. Each child is unique and any single definition is likely to be misleading. This policy deals, in general terms, with three groups of pupils:

More Able Pupils (Consistently achieving on or above 130+ in GL Assessment data)	are usually defined as being in the top 5% of the school's population, regardless of the school's ability profile.
Most Able Pupils (Consistently achieving on or above 140+ in GL Assessment data)	are likely to be one of a minority of pupils and would be performing at a level significantly above their peers.
Talented Pupils	are likely to exhibit specific abilities in areas such as Art, Music, PE etc.

It is worth remembering that more able and talented pupils can be:

- Good all rounders
- High achievers in one or more areas
- Of high ability but with low motivation
- Of good verbal ability but poor writing skills
- Very able with short attention span
- Very able with poor social skills
- Keen to disguise their abilities

Leadership

The More Able and Talented Leader will work in consultation with SMT, Governors and Staff and will take responsibility:-

- To review this policy regularly for impact and effectiveness
- To report regularly to SMT on progress made and action points
- To keep a register of More Able and Talented boys which will be discussed at Pupil Progress meetings and updated
- To review data relating to more able learners' progress and attainment against their previous scores and also national benchmarks. Share any concerns with staff
- Use systems to track and report on a range of learner data
- Ascertain professional development needs of staff along with SMT and provide appropriate support
- Ensure systems that are in place are used to support emotional/social needs of more/most able boys
- Develop and maintain an up-to-date knowledge of current thinking and major initiatives.

All teaching staff will take responsibility for:

- Identifying those students who show exceptional ability in their subject areas/classes using agreed criteria and data and communicating this information to the More Able and Talented Leader
- Recording those more able and talented students they teach and considering their individual needs when planning lessons.
- Setting personalised targets for more able and talented students that address specific areas of improvement.
- Monitoring and accelerating the learning of More Able and Talented students in their classes with the aim of ensuring that these students make good levels of progress and development.
- Ensuring that there are appropriate challenge/expansion opportunities for more able and talented students in each lesson and for homework.

Identification/Tracking and assessment strategies

The DfE requires schools to identify the most able 5-10% of pupils in each year group. At Keble the boys are identified primarily through data analysis. Data is analysed as part of Pupil Progress meetings involving relevant members of staff. In Pupil Progress meetings, boys will be added to the register if they are consistently receiving scores of 130+ (for more able) and consistently achieving scores of 140+ (for most able). We also use the following strategies to choose who needs to be added to the More Able and Talented register:

- Standardised tests for example CATS/GL Assessments
- Teacher checklists of observed characteristics and learning traits
- Identification by class work and assessment results
- Scrutiny of pupils' work and performance
- Significant participation and high performance in extra

curricular activities

The use of an amalgam of evidence ensures that identified cohorts of more able boys encompass pupils with general intellectual ability, subject's specific ability, and/or the ability in visual and performing arts and PE. These identified cohorts will also contain a combination of people who achieve 'at a level significantly in advance of the average for their year group in the school' or who have the ability to do so but who are currently under achieving.

Curriculum, Teaching and Learning

At Keble we ensure teaching and learning provides sufficient challenge for all students. We offer:-

- A broad and creative curriculum
- Embrace challenge and have high expectations of all students
- Provide opportunities for deeper thinking through questioning
- Differentiation in the classroom which includes differentiated questioning, high order thinking skills and open ended questions
- Enrichment activities through a wide variety of after school clubs offered

We achieve this by

- Providing well-planned activities
- Showing respect for each student
- Using a variety of teaching methods
- Accepting and celebrating differences
- Acknowledging every response or contribution during a lesson
- Encouraging self reflection and allowing students to be active learners
- Creating a range of experiences to enhance learning

Enrichment activities

The aim at Keble is to ensure that all boys have opportunities and are provided with experiences which reveal and develop their abilities. This will include the following opportunities:-

- A wide variety of enrichment activities including clubs, societies, activity days, day and residential visits, visiting specialists
- Developing opportunities for problem solving, decision making, analysis, synthesis creative thinking, speculation, evaluation and research
- Collaboration with other schools, external organisations, governors and other individuals with appropriate expertise
- Use of local resources libraries, art, drama and theatre groups
- Opportunities to take part in performances, sporting activities, community and other projects
- Participation in national schemes, competitions and festivals

Personal, social and emotional issues

If a pupil does well they should recognise this. If things could be improved on then it is good for a pupil to recognise that improvements and enhancements to knowledge and skills can be attempted. There can be challenges experienced by the More Able and Talented students. They can feel a pressure to perform or find failures difficult to manage. The pressure created by the fear of making mistakes can lower the performance of an individual.

Being cautious and careful is often seen as the safest way to behave in most circumstances. Many are often happy to receive learning passively rather than embrace the responsibility of their learning that would result from being an active learner who learns from their mistakes.

As with many things, the pupil needs to strike a balance both for themselves and for their learning - a balance where they recognise risk but are still willing to try new things and live with the possible outcomes, even if those outcomes are sometimes challenging.

Continuing Professional Development

The More Able and Talented leader will ensure that:-

- Relevant courses and training days are attended
- Seek guidance from external specialists consultants, guest speakers and trainers
- Liaise with specialist organisations (eg NACE)
- Provide opportunities to share good practice internally and with other schools

Policy Review and development

Alignment with School Improvement Plan (SIP) and the Self Evaluation Form (SEF)

In the SIP, Focus 1 details differentiation and states:-

“Create a challenging Curriculum that challenges all boys to produce their best academic work, develop intellectual curiosity and the skills to be effective learners, while developing teaching and learning skills for all staff and boys that reflects best possible practice.

Details of the ways the More Able and Talented learners are catered for are contained within the SEF:-

- “All staff are encouraged to plan effectively to develop opportunities for the boys to question and analyse
- As they progress through the school greater emphasis is placed on independent learning through a variety of project based tasks
- Pupils are given opportunities to work in small groups where they are encouraged to share their knowledge and learn from each other
- NEXT STEP - is to build further upon the effective characteristics of learning to ensure the skills of collaboration, reflection, hypothesis and questioning are taking place consistently in all areas of learning and subjects through further CPD and evaluation”

There is also space to detail how More Able and Talented children will be stretched and challenged on the new planning format and it is frequently mentioned as a target on the Planning Checklist

- Demonstrates clear differentiation for all groups of learners, with both classwork and homework
- Has a clear starting/end point which engages the boys and makes them want to find out more
- Requires the boys to be **actively** involved in the lesson with a range of approaches used to deliver the content
- Uses a range of assessment opportunities to provide feedback to boys on their progress - this should include elements of peer and self assessment as appropriate
- Requires the boys to develop their personal and learning and thinking skills in the following areas:- Enquiry, Creative Thinking, Reflective Learning, Teamwork, Effective Participation and self management

Focused monitoring of the quality of teaching for more able learners

The Senior Management team will undertake book looks and lesson observations where the needs of the More Able and Talented will be assessed.

Criteria for assessing the impact of the policy

Termly Pupil Progress meetings are held for each year group. During these meetings, all boys are discussed and those who are on the More Able and Talented Register will have their GL Assessment and CAT scores evaluated and recorded on the MAT Register to ensure progress is being maintained.

Information about who holds responsibility for policy development, review and evaluation

The More Able and Talented Leader, with the support of the Senior Management Team, holds responsibility for policy development, review and evaluation

Appendix

The following gives information of useful websites to use in planning and teaching lessons:-

The school has a membership with NACE and this website offers a very large and varied range of resources, information and support.

<https://www.nace.co.uk/page/about>

To join use this link

https://www.nace.co.uk/general/register_start.asp?regkey=587a89cf-5232-4ac2-a3e7-568a56d391a0

Within the website there is a selection of guides, webinars, case studies, practical tools and publications exclusively for NACE members.

<https://www.challenginglearning.com/learning-pit/>

The Learning Pit encourages everyone to step out of their comfort zone. It was created by James Nottingham (2007) to support a culture of challenge, curiosity, reflection and resilience. It is popular amongst educators and parents as a way to encourage and structure questioning, reflection and metacognition. You will find millions of references to the Learning Pit online, with books, blogs, news articles, videos, and school reports drawing attention to its usability and impact.



<https://explore.org/>

Explore has been built and created by the University of Oxford for young people as part of their commitment to reaching the best students from every kind of background. Their Big Questions reflect the kind of thinking students undertake at universities like Oxford. Everything on Explore draws on the University of Oxford's expertise in everything from archaeology to zoology to offer approaches to challenges and questions underpinned by the latest thinking and research.

<https://mikegershon.com/resources/>

Mike Gershon is an expert educationalist whose knowledge of teaching and learning extends across the Key Stages and the curriculum. His online teaching tools have been viewed and downloaded more than 3.5 million times by teachers in over 180 countries and territories. They include the now famous [Starter Generator](#), [Plenary Producer](#) and [AFL Toolkit](#).

<https://nrich.maths.org/>

Very valuable resource for Mastery questions to develop deeper thinking and understanding across the Maths curriculum. This provides a curriculum map for every Mathematics area from EYFS to Year 6 -

<https://docs.google.com/spreadsheets/d/1tz60G70My5eLRLxiM3n-PfGmeve0NnooAu2OhQrKqZ8/edit#gid=729245264>

<https://www.teachstarter.com/gb/blog/flipped-learning-in-primary-classrooms-gb/>

This website describes the Flipped Classroom method

<https://whiterosemaths.com/resources/classroom-resources/problems/>

These maths problems are linked with BBC Bitesize

<https://whiterosemaths.com/resources/classroom-resources/barvember/>

Problem solving using the bar model

The following are the beliefs of Keble and how we implement a challenging learning environment for the boys in our care:-

Dialogue

At Keble Prep, we create a learning emphasis on questioning. We provide as much deep thinking and deep learning as possible because research shows this roots things into the long term memory.

“Dialogue is the foundation of all learning because it allows interaction and engagement with knowledge and with the ideas of others. Through dialogue teachers can most effectively intervene in the learning process by giving instant feedback, guidance and stimulation to learners” (Robin Alexander, a professor in the United Kingdom, is one of the main advocates for teaching through dialogue, with many influential publications to his name. Towards Dialogic Teaching: Rethinking Classroom Talk (2006)

Dialogue also helps children to get used to new key words and ideas within a topic - using them within speech and discussion will both model their use and help with understanding - it is easier and less damaging to the ego to make mistakes in speech than in writing. It is also easier and quicker to correct mistakes

Questioning

These are the types of questions you will see in our classrooms

OX?LORE

Big Question checklist

- It doesn't have a simple or 'right' answer.
- Different people might have different opinions or views on it.
- It touches upon a range of subjects and topics.
- You might need to research and learn more to answer it.
- It leads to other sub-questions.
- It has appeal to the target audience (11-18 year olds).

Would it be better if we all spoke the same language?

Could you survive a natural disaster?

Can you choose to be healthy?

Questioning techniques to allow for critical thinking and cooperative learning

Hands banned - or use a Pringle pot with names on (more able in the middle) and then pick out names to answer questions - this enables every child to be listening and actively participating

Basketball questioning - where the answer given is then discussed by the rest of the class and bounced around the room. Can also be called pose, pause, pounce (on somebody to answer the question), bounce (the answer around the classroom so it is looked at in greater depth).

We encourage boys to take ownership of their own learning by encouraging them to share questions and ideas. For example:-

At the start of a topic - brainstorm and write down everything they already know - display it on a board and then at the end - how much have they learnt? Throughout the topic, this board may also become a WWW board - We Were Wondering - to be asking questions around the topic area which can then be discussed in lesson times.

Through lessons, we give opportunities for quizzes, writing notes from memory, group discussion and think-pair-share opportunities.

At Keble Prep we understand that actively having to retrieve will help to store in the long term memory rather than being told or reading/rereading information and facts. Recall needs to involve struggle/challenge for retrieval practice to be effective/successful.

The Importance of Independent Learning

Strategies to promote independent learning that we use at Keble:-

Teach what independent learning actually means and its benefits

Encourage pupils to reflect on their own skills and strategies in this area

Learning from failure - we teach this explicitly and use real life examples

Encourage resilience and persistence

Don't spoon feed/talk less

Provide opportunities for extended research projects and flipped learning

include all the necessary information when setting tasks

- Flipped classroom - where students study part of the subject themselves and come prepared with knowledge to the lesson. Make it the expectation. By working in this way, children start to develop independence

- Goal free questions - pupils are presented with information and asked to explain where this information leads them. Allows students to create and answer their own questions, using high order skills to find connections, retrieve and apply prior learning. Adding the word 'might' into questioning changes the question to a 'goal free question'. Asking children to work out what they can find out from given information changes an activity to a 'goal free' task.
- Investigation and enquiry - project and problem based learning - this can enable the most able to learn most effectively
- Develop independent working. Three steps before me.

TRY 3 BEFORE ME

If you have a question, follow the steps!



Try 3 Before Me!

1 Brain

Check your brain.



2 Browse

Browse the room for instructions or clues.

3 Buddy

Ask a buddy for help.



Within the classroom setting we provide help desks, help displays and at the end of a topic, time allowing, we provide a week for boys to research their own area of interest from within the topic area.