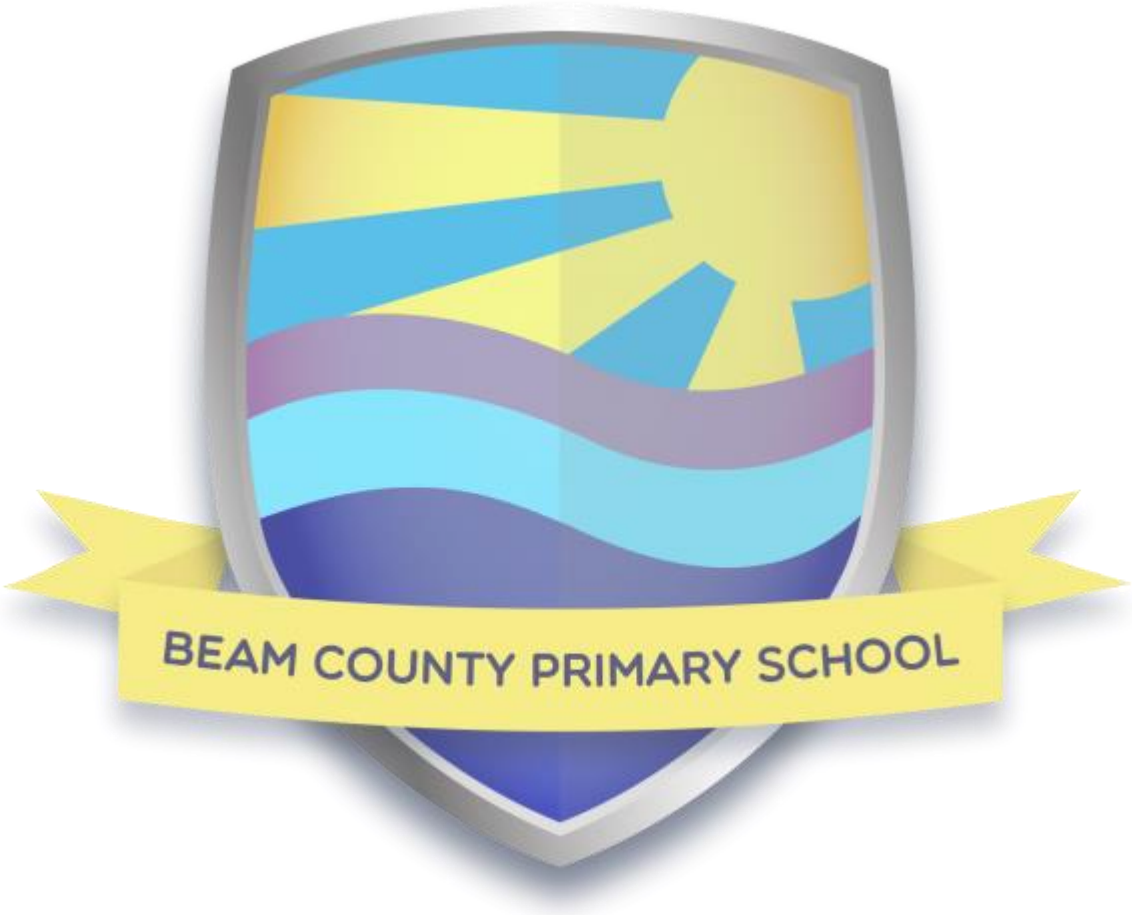

More Able and Talented Policy

This policy outlines the teaching, organisation and management of more-able and talented children at Beam County Primary School. The implementation of this policy is the responsibility of all staff.

Approved by:	**Date:**
Last reviewed on: November 2023	
Next review due by: November 2026	

1. Intent:

At Beam County Primary School, we recognise that our More Able and Talented children should be given the opportunity to develop their attributes, skills and potential within a secure yet challenging learning environment that embraces equality of opportunity and provision, within which they will experience an optimal breath, and depth of learning.

Our definition of ability recognises academic and practical skills as well as those who show outstanding artistic, musical and creative talent, physical skills, leadership qualities and the ability to process ideas and information. We believe that by encouraging and supporting more able and talented children to exceed their age -related expectations, we are creating a recipe for future success and building aspiration.

This policy helps to ensure that we recognise and support the needs of those children in our school who have been identified as 'more able and 'talented' (MAT) according to national guidelines.

2. Our principal aims are to:

- Ensure that staff can successfully identify more-able, or talented children as early as possible, through an agreed, definition of the said terms;
- Ensure that staff challenge the children intellectually and encourage self-motivation through the work that they set them;
- Develop the children's thinking skills through extended and enriched learning activities and diverse questioning;
- Offer children opportunities to be reflective learners and generate their own learning thereby encouraging them to work independently and engage in risk-taking;
- Provide the opportunity to work at higher cognitive levels as appropriate and to teach them according to their level of understanding;
- To provide opportunities to help develop the specific skills and talents of each child;
- To encourage subject co-ordinators to provide further enrichment and extension within mainstream education and via external sources for these pupils within their programmes of study;
- To involve parents in how they can help stretch and challenge their children further;
- Be concerned not only for children's academic development, but also for their social, moral, spiritual and emotional development;
- To strongly promote the children's self-esteem and well-being.

3. Definition:

There are many definitions for able and talented. This policy builds on the following definitions:

More Able	Children who achieve or have the ability to achieve above age related expectations (at least 2 years) in one or more of the EYFS areas/National Curriculum subjects
Talented	Children who achieve or have the ability to achieve significantly above age-related expectations in the subjects of Art, D & T, Music and Sports, performing arts and Leadership.
Multi- Exceptionality	Children who have a high learning potential but may also be classed as having a special educational need or disability such as; dyslexia, ADHD or ASD.
Exceptionally Able	These are pupils who are regarded as being in the top 2% of the nation or "off the scale" in an academic sense. They are intellectually independent and may be identified as more able and talented in a number of subjects.

4. Identification

4.1 The identification of more able and talented pupils is a process which the whole teaching and support staff participate in, as well as parents, carers and the children themselves. The following areas have been identified as being the main areas of ability and are based on the Howard Gardner's seven intelligences.
Category A includes those who are more able and B-E those who are talented.

A. Intellectual (aspects of English, Maths and Science)
B. Artistic and Creative (Art, Design, Music and Drama)
C. Practical (Design and Technology, Mechanical Ingenuity)
D. Physical (PE, Sports and Dance)
E. Social (Personal and Interpersonal, Leadership qualities, working with adults)

4.2 Exceptionally Able

Exceptionality is by definition scarce, which may make it even less of a priority in a busy school. There can also be the perception that students who have been identified as exceptionally able are blessed with special qualities and advantages that will help them to succeed and that they don't need additional consideration. (NACE) Teachers will identify, and address the individual learning needs of, those pupils who are exceptionally able in specific subject areas. (See appendix 1 and 2)

4.2 The Process:

- Our school has adopted subject checklists for the identification of More Able and Talented children. This will be informed by assessment, observation and staff discussions. (See appendix 3 for Identifying more able learners: characteristics by subject)
- We will also discuss with children their own views and how they perceive their learning.
- We ensure that our judgements of More Able and Talented children are consistent by regular discussion and moderation. (See appendix 4)
- Through Pupil Progress Meetings individual children can be identified from the school's tracking system.
- Exceptionally able or Multi-exceptional pupils are often at risk of underachievement because of their different pace of learning, particular learning style, barriers to learning or social isolation. Recognising underachievement is essential if all pupils at our school are to realise their full potential. Through the use of a Individual Improvement Plan, the school will work with the parent and child to identify the cause and put in place short, focused targets (lasting a maximum of 6 weeks) and appropriate provision to enable rapid progress to be made. Provision may be in the form of an intervention, but more often than not, it will be through day-to-day classroom practice, with the child working closely with the class teacher to meet their targets. There will be regular communication between home and school to ensure the improvement plan remains on track and provision is adjusted accordingly, as necessary.
- External professionals and Specialist Teachers will identify those children who are More Able and Talented in their subjects.
- Parental recommendations (see appendix 5)

4.3 Characteristics which More Able and Talented pupils might also display include:

- Awareness and insight in aesthetic/social/moral fields;
- Receptiveness and adaptability to change
- Ingenuity and resourcefulness in problem solving;
- Creative thinking.

5. Pupil Tracking and Assessment

5.1 Children undergo teacher assessment within the first half-term of joining our reception class. This gives information about their developing skills and aptitudes across several areas of learning. We discuss each child's baseline assessment information with the parent, and use this information when planning for individual needs.

As the children progress through the school, we assess them regularly to ensure that they are making the sort of progress that we are expecting of them. The children undertake Statutory Assessment Tests in Year 2 and Year 6. Teachers also make regular assessments of each child's progress in all subjects of the National Curriculum. We compare the information from these tests with a range of national and LA data, in order to ensure that each child is making appropriate progress.

a. Each teacher regularly reviews the children's progress and inputs this data into GO4Schools (our pupil tracking system). Each term, a pupil progress meeting is conducted with individual staff in order to monitor the progress of all pupils within a cohort. More-able children may be identified during this conversation.

A child who has been identified as more-able and talented will be recorded on the More Able and Talented Register. The area of ability will be recorded and planned for accordingly. After the children have been identified, they are placed onto a whole school register which is monitored termly. We also identify any children who are under achieving, so that they too can reach their full potential, no matter what barriers they may face that impact upon their learning.

6. Implementation

There are various ways of meeting the needs of the more-able and talented pupils. These include:

- **Challenge** – providing activities and experiences which encourage higher order thinking and problem solving to engage interest, and stimulate thought and action at a high level.
- **Enrichment** – additional activities on the same topic should be stretching. Enrichment activities are accessible, extendible, not restrictive, enjoyable and involve decision making, speculation, hypothesis, discussion and communication.
- **Extension** – means giving the most-able the opportunity to go more deeply into whatever the topic is under study. All short-term planning should include the extension activities for moreable pupils
- **Adaptive teaching** – modifying the learning experiences of able, and talented children so as to promote the opportunities for them to engage primarily in higher-order thinking.
- **Acceleration** – enabling a pupil to access work which would typically be given to older pupils. (This will be carefully considered to take account of the social development of the pupil and ability across the curriculum).

6.1 Whole School Approach:

The school aims to create a climate in which success and challenge is valued by everyone. This will be done by:

- Identifying the particular needs of more able children in all our planning;
- Providing appropriate resources;
- Encouraging children to be independent in their learning. This will include the provision of opportunities for them to organise their own work, access the resources they need, work unaided, make their own choices about work, evaluate what they are doing and be self-critical;
- Being flexible in organisation, which might include setting for a particular subject, crosscurricular enrichment projects or partial acceleration, thereby providing opportunities for the more able child to work with others of similar ability;
- Celebration of achievement.

a. In the Classroom: Pedagogic responses (See Appendix 6)

- Establishing what prior knowledge, understanding and skills the pupils have so that we are not wasting time or demotivating the pupil by unnecessary repetition or duplication (see appendix 3)
- Being aware of the danger of assuming that more able children are easier to teach than other pupils.
- Lessons that are informed with evidence and reflected in teachers' pedagogy to ensure pupils learning and development is optimised.
- Assessment for Learning, to ensure that there is always a next step towards which pupils should be working, keeping all, including the EA pupils, stretched.
- Pace and depth of learning including higher-order thinking challenges.
- Cross-curricular and computing opportunities
- Adaptive teaching exemplified through stimuli, resources, tasks, outcomes and responses;
- Ensuring that children have varied starting points on activities that is suitable to their ability;
- Providing extension groups and activities at times outside the core teaching timetable;

6.3 Enrichment

Most provision will be through the curriculum with extra-curricular activities being provided where possible or appropriate to meet particular needs. Enrichment and extension activities could be provided in the following formats:

- Extra-curricular activities in school
- Visits/trips (local and residential)
- Links with other schools
- Links with specialist organisation and experts (masterclasses)
- Opportunities to participate in performances, sporting activities, community and other projects

7. Impact:

Our more-able and talented children enjoy an enriched curriculum that challenges and extends their learning at every opportunity, whilst also giving them the freedom to learn in the style that best suits them. The children are encouraged to be independent learners and to take control of their own challenges. They are always eager to achieve and exceed their current targets and always ready to move on to the next target. When the more-able and talented leave Beam County Primary school, they will be more than ready to progress to the next phase of their learning, confident that they have the skills and independence necessary to exceed expectations placed upon them throughout their lives.

8. Partnership with parents and carers

Parents will receive regular pupil assessment information including information on any underperformance. Information will also be made available regarding supporting and challenging the pupil at home. The Home School Agreement encourages parents to support pupils in homework and other opportunities for independent and extended learning.

Roles and Responsibilities

8.1 Role of the More-Able, Gifted and Talented Leader

- The leader provides a strategic lead and direction for this area.
- Prepare, organise and lead INSET, with the support of the Head Teacher.
- Work co-operatively with the SENDCO.
- Working with groups of colleagues in phase, key-stage or subject-focused groups to support the collaborative CPD, in order to develop knowledge and skills relating to effective provision for more able learners
- Overseeing and supporting enrichment programmes
- Keeping self and others informed about developments locally and nationally

- Audit resources annually to inform purchases required thus ensuring that resources are readily available to support the teaching of more-able, and talented children.
- Identify strengths and School Improvement Priorities within this area.
- Discuss, with the Head Teacher and the more-able and talented Governor, the progress of the children on the register in the school.
- Ensure that the more-able and talented register is up to date
- Monitoring the progress of more-able and talented children through discussions with teachers; Supporting staff in the identification of more-able and talented children;
- Providing advice and support to staff on teaching and learning strategies for more-able and talented children;
- Liaising with parents, governors and LA officers on issues related to more-able and talented children

8.2 Phase Group Leaders

- To track pupils' performance and discuss with subject leaders the levels of challenge and standards achieved.
- Monitor MAT provision in those departments they line manage.
- To liaise with the SENCO and More Able and Talented Coordinator regarding support for pupils of exceptional ability.

8.3 Subject Leaders

- To ensure schemes of work contain enrichment/extension material for identified pupils.
- To ensure that they are aware of children on the MAT register (for their subject area).
- To monitor levels of challenge, standards achieved and underachievement.

8.4 Senior Leaders

All senior leaders must:

- Support teachers in the delivery of the More Able & Talented Policy.

9. NACE (National Association for Able Children in Education)

Beam County Primary is a member of NACE and is committed to assist able and talented children to reach their full potential.

10. Wellbeing Award for School (in partnership with the national Children's Bureau)

Beam County Primary received the WAS award in 2019 and were-accredited in July 2022. The award recognises recognises the work being done to promote mental health and wellbeing within our school community.

Who are the exceptionally able and how do we know?

Like every other pupil, those deemed to have exceptional abilities and talents deserve our attention and our consideration of their particular needs and how to meet them in school. Exceptionally able (EA) pupils – whether younger or older – may be at risk of being neglected as they are such a diverse group. Exceptionality may go unrecognised, because too difficult to deal with, because schools have many other priorities, or because it is felt that the needs of the exceptionally able can be provided for alongside their "more able" peers.

There is no universally agreed term for students whose ability exceeds that of even their "more able peers". Some descriptions include "genius, gifted, very bright, high flyer, very or highly able and talented". The term "exceptionally able" is used in this guide to describe students whose needs go beyond those of students already deemed to require opportunities for enrichment and extension in the normal curriculum.

The following checklist is indicative of some of their characteristics but should be used critically and carefully, taking particular account of age, developmental milestones and the wider profile of the individual pupil

Exceptionally able students may:

- Possess extensive general knowledge, sometimes know more than the teacher.
- Show good insight into cause-effect relationships.
- Easily grasp underlying principles and need the minimum of explanation.
- Quickly make generalisations and extract the relevant points from complex material.
- Have mental speeds faster than physical capabilities.
- Show exceptional short- and long-term memory.
- Have reading ability well beyond their chronological age.

Some of the most observed characteristics of exceptionally able individuals, taken from the literature, also include the following:

- Rapid and thorough comprehension of the whole idea or concept.
- Unusual ability to perceive essential elements, underlying structures and patterns in relationships and ideas.
- Ability to relate a broad range of ideas and synthesize commonalities among them.
- A high degree of ability to think abstractly that develops early.
- Appreciation of complexity; finding myriad alternative meanings.
- Ability to learn in an integrative, intuitively non-linear manner.
- Extraordinary degree of intellectual curiosity.
- Flair and passion.
- Seeking alternative opportunities independently.
- Exceptional fine motor skills.
- Exceeding beyond requirements of the curriculum.
- Exceptional practical performance.
- Ability from an early age to think in metaphors and symbols and a preference for doing so.
- Ability to learn in great intuitive leaps.
- Awareness of detail.

Recognition of exceptional ability is closely tied to provision; EA will be demonstrated only when pupils have a range of opportunities to do so in a rich, challenging and supportive school environment. Approaches to teaching and learning for these learners often resembles those used with the broader range of very able students, the major differences typically being the extent of complexity, pace and greater personalisation.

Strategies cited by many schools making good provision for EA include:

- Setting high-challenge independent research tasks;
- Higher-order questioning, dialogue and technical/ disciplinary language;
- Giving pupils information about additional study materials and guidance on how to use them;
- Providing more challenging homework and independent learning assignments;
- Giving differentiated success criteria;
- Setting creative open-ended tasks;
- Incorporating AS-level units into GCSE; Using feedback and marking to allow for progress in accordance with ability.

Teaching strategies should take account of the need for:

- Pace of learning commensurate with rapidity of learning in some areas (with implications for classroom management and learning focus in class);
- Conceptual learning to feature highly, with tasks which prioritise problem solving, enquiry, high-level analysis, application and synthesising of learning; bigger picture thinking;
- Advanced material and resources; sources taken from contemporary developments and research;
- Cross-curricular. links ("interconnectedness") and real-life exemplification;
- Development of independent learning and research;
- Flexibility to allow for the pursuit of individual interests and aptitudes.

The needs of exceptionally able pupils are therefore by definition complex and sometimes challenging. They include:

- Having their abilities and talents recognised and valued.
- Understanding of them as individuals.
- Access to and mastery of broad and balanced learning opportunities as well as specialist support where needed.
- Well-planned and differentia ted learning in the everyday classroom complemented by enrichment and experiences beyond.
- Longer-term planning for their needs in areas of the curriculum where they excel.

It is of course essential that opportunities in school and beyond allow such abilities to be displayed – and that teachers are also in touch with information about children's strengths and passions from a variety of sources, including parents and children themselves. Strong communication between all involved in the child's education is key to successful provision and support for exceptionally able children.

Qualifications and Curriculum Authority (QCA) Guidance on teaching the able, gifted and talented: ***"MAT pupils may excel in some of these qualities but may have difficulties with others and need encouragement to overcome barriers. In particular, pupils may be hesitant about taking risks or speaking in class because of a fear of failure. Other pupils may need encouragement to put in the work needed to let their gifts flourish."***
http://4cudiu253fp819kr1g2rgolw.wpengine.netdna-cdn.com/wp-content/uploads/2018/04/NACE-Essentials-Guide-3-exceptionally-able.pdf

Support for Exceptionally Able Pupils

Recognition of exceptional ability is closely tied to provision; EA will be demonstrated only when pupils have a range of opportunities to do so in a rich, challenging and supportive school environment.

Approaches to teaching and learning for these learners often resembles those used with the broader range of very able students, the major differences typically being the extent of complexity and pace and greater personalisation. The strategies cited by many schools making good provision for EA include:

- Setting high-challenge independent research tasks;
- Higher-order questioning, dialogue and technical/ disciplinary language;
- Giving pupils information about additional study materials and guidance on how to use them;
- Providing more challenging homework and independent learning assignments;
- Giving differentiated success criteria;
- Setting creative open-ended tasks;
- Using feedback and marking to allow for progress in accordance with ability.

Teaching strategies should take account of the need for:

- Pace of learning commensurate with rapidity of learning in some areas (with implications for classroom management and learning focus in class);
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- Advanced material and resources; sources taken from contemporary developments and research;
- Cross-curricular links ("interconnectedness") and real-life exemplification;
- Development of independent learning and research;
- Flexibility to allow for the pursuit of individual interests and aptitudes.

Effective approaches to managing differentiation may include:

- Giving challenging (in-depth/beyond mastery) tasks that are related to the class activity – this is a good option as it keeps the pupil working in the same context as the rest of the class and supports the classroom community.
- Giving material from later in the key stage – usually done alone and with little support as the teacher has the rest of the class to cope with. Able students are entitled to teaching as much as all the others, so use this selectively.

There are a number of ways differentiation can be planned for e.g. by:

1. Task – pupils start at a higher level that their age peers and may move through concepts more quickly. They may also skip work within levels.
2. Outcome – pupils engage with the same content or task but the outcome may be open ended to allow the more highly able pupil to explore and extend their thinking

3. Resource – the class may be working on the same problem but the resources on offer within the class are different. For highly able pupils this might mean more complex texts or abstract concepts. This allows exceptionally able pupils to explore ideas in greater depth.
4. Pace – some exceptionally able pupils can benefit greatly from working at a faster pace than their peers. Exceptionally highly able pupils do not require the over learning that others do. Some will make connections and may not require concrete materials. Teachers should also be aware that some exceptionally able pupils will also relish the opportunity to work more slowly allowing time for in depth study.
5. Choice – all pupils will benefit from what Bruner (1996) calls agency over their learning. Exceptionally able pupils should be given the opportunity to select their own activities. They could also select to use a variety of materials to complete a task or could choose to start a task from a different point.
6. Questioning/dialogue – Exceptionally able pupils may not require such detailed explanations of the task. Alternatively, they may be offered much more complex instructions and information prior to embarking on a task. Targeted questions that involve higher order thinking skills and more intricate language can be directed towards highly able pupils.

Out-of-school led initiatives for exceptionally able pupils. Events such as:

- Special projects e.g., Architecture and Design challenge events; Science Fairs; Debates events; Maths challenge days.
- Subscription to specific journals/magazines/apps.
- Classes run by University Departments.
- Lectures and events hosted by, for example, The Institute of Physics; The Science Centre; Museums.
- National sporting competitions.
- Enterprise Days - opportunities for real life challenges.
- Guest speaker to expose students to new ideas/language.
- Work experience days/lectures – Careers Ready provide a variety of workshops.

http://4cudiu253fp819kr1g2rgolw.wpengine.netdna-cdn.com/wp-content/uploads/2018/04/NACE-Essentials-Guide-3-exceptionally-able.pdf

Art

More able learners in art may display a selection of the following characteristics:

- Think and express themselves in creative, original ways
- Want to follow a different plan to others, challenge tasks given or extend their brief in seemingly unrelated directions
- Enthusiastic and interested in the visual world; have a strong desire to create in the visual form
- Driven by ideas and persevere until they have completed a task successfully, with little or no intervention from the teacher
- Take risks without knowing what the outcome will be
- Can be quirky and display humour
- Interested in the art world, art forms and culture
- Analyse and interpret their observations and present them creatively
- Work in innovative ways
- Enjoy experimenting with materials; able to go beyond the conventional and use materials and processes in creative and practical ways
- Communicate original ideas, insights and views
- Confidence in using a wide range of tools and techniques skilfully
- Keen to extend their technical abilities; sometimes get frustrated when other skills do not develop at the same time
- Explore ideas, problems and sources on their own and collaboratively, with a sense of purpose and meaning
- Make unusual connections between their own work and others' work
- Critically evaluate visual work and other information

NB: Aptitudes in the arts may reveal themselves early given the right conditions but can also remain hidden if a learner has limited encouragement or opportunity.

Design and technology

More able learners in design and technology may display a selection of the following characteristics:

- High levels of technological understanding and application
- High-quality making and precise practical skills
- Readily accept and discuss new ideas; conceptualise beyond the information given
- Have flashes of inspiration and highly original or innovative ideas
- Demonstrate different ways of working or different approaches to issues
- Identify the simple, elegant solution from complex, disorganised data
- Reflective and constructively self-critical
- Link the familiar with the novel
- See application in 2D or 3D
- Transfer and adapt ideas from the familiar to a new problem
- Sensitive to aesthetic, social and cultural issues when designing and evaluating
- Capable of rigorous analysis and interpretation of products
- Conduct independent research to solve problems
- Work comfortably in contexts beyond their own experience and empathise with users' needs and wants

English

More able learners in English may display a selection of the following characteristics:

- Read widely, fluently and independently
- Read with meaning, drawing on inference and deduction; can "read between the lines"
- Sensitive to the nuance of language
- Use language precisely, with technical accuracy
- Delight in the meaning of words
- Use extended vocabulary
- Show pleasure and involvement in experimenting/playing with language and manipulating language to effect
- Awareness of the special features of language, such as rhyme
- Write or talk in imaginative, lucid and cogent ways, showing flair and creativity
- Can express ideas succinctly and elegantly
- Grasp the essence of particular styles and adapt them to their own purposes
- Can display a sophisticated sense and appreciation of humour; this humour can be "quirky"; understand irony etc
- Contribute with incisive, critical responses
- Can analyse own work
- Can produce written work that is substantial and the product of sustained, well- directed effort
- Elaborate on content that is exceptional for their age
- Can engage seriously and creatively with moral and social themes expressed in literature
- Can justify opinions convincingly and challenge others' points of view
- Strong communicative skills
- Articulate and confident speakers
- Very good listening skills
- Show enthusiasm and enjoyment in the subject; can be sensitive

NB: Learners who are more able in English may demonstrate marked ability in reading, writing, speaking and listening. However, it is not unusual for development in one of these areas to be more pronounced than in others, e.g. younger children who are fluent readers may be reluctant writers.

Geography

More able learners in geography may display a selection of the following characteristics:

- Understand concepts clearly; can apply this understanding to new situations to make interpretations, develop hypotheses, reach conclusions and explore solutions
- Understand geographical ideas and theories; apply them to real situations
- Communicate effectively using both the written and spoken word, in ways that are appropriate to task and audience
- Learn subject-specific vocabulary and use it accurately
- Reason, argue and think logically
- Able to manipulate abstract symbols and recognise patterns and sequences
- Use and apply mathematical principles and formulae to solve geographical tasks and problems
- Identify their own geographical questions and sequence investigations
- Understand, and able to explain, complex processes and interrelationships
- Enjoy using graphs, charts, maps, diagrams and other visual methods to present information
- Competent and confident in using the wide range of visual resources required
- Well-considered opinions on issues such as the environment and life in different places
- Wide-ranging general knowledge about the world and topical issues
- Able to transfer knowledge from one subject to another
- Creative and original in their thinking, frequently going beyond the obvious solutions

History

More able learners in history may display a selection of the following characteristics:

- Perform at levels of literacy that are advanced for their age
- Able to communicate effectively in different forms
- Use subject-specific vocabulary with accuracy and confidence
- Show particular skill at inference and deduction
- Able to make logical connections between events and people
- Good understanding of cause and effect
- Able to set both new and previously acquired information in a chronological framework
- Broad range of general and historical knowledge
- Can discuss the significance of events, people and changes
- Maturity in ability to analyse historical sources and organise historical information
- Able to demonstrate and use a wide and growing knowledge base
- Able to use several sources simultaneously with confidence and perception, including complex and ambiguous ones
- Keen awareness of the characteristics of different historical periods
- Able to question, challenge and develop own lines of enquiry
- Good grasp and understanding of historical interpretation
- Can make imaginative links between the topics studied in multiple subject fields
- Ability to hypothesise; can make judgements and justify them
- Can take on broad concepts
- Offer unexpected insights
- Willingness to search for new information and ideas
- Enquiring mind
- Can cope with tentative conclusions
- Developed sense of empathy and imagination
- Use visits to historical sites as a basis for further investigation

NB: High ability in history can take time to emerge, as the nature of the subject can often require maturity. However, young children can display a marked interest and enthusiasm for history that can develop as they mature.

Computing

More able learners in computing may display a selection of the following characteristics:

- Use and learn about computing hardware and software quickly, confidently, efficiently and independently
- Demonstrate computing capability significantly above that expected for their age
- Use computing to support their studies in other subjects
- Use their skills and knowledge of computing to solve problems, design information systems and suggest improvements to existing systems
- Consider the limitations of computing tools and information sources
- Consider social, economic and ethical issues raised using computing
- Consider the purpose for which information is processed and communicated, and how the characteristics of different kinds of information influence its use
- Use initiative to exploit the potential of more advanced features of computing tools and skills, e.g., coding
- Explore independently beyond the given breadth of an computing topic
- Develop systems that meet personal needs and interests
- Grasp and premeditate structures, for example structures in data and directories
- Intrigued, rather than frustrated, by problems; show tenacity and creativity when solving them
- Inclination and ability to help others, e.g., explaining the logic of required steps

NB: Many learners may enter school with well-developed skills and knowledge in aspects of IT. Some may have skills and knowledge in more advanced aspects, including coding.
Teachers should be aware of this and provide opportunities for their further development and application.

Mathematics

More able learners in mathematics may display a selection of the following characteristics:

- Rapid and sound memorisation of mathematical material
- Learn and understand mathematical ideas quickly
- Reason logically: can verify, justify and prove
- Work systematically and accurately
- More analytical
- Recognise patterns easily and see the formal structure of a problem in a way that leads to ideas for action
- Use mathematical symbols accurately and confidently as part of the thinking process
- Make jumps in reasoning
- Think flexibly, adapting problem-solving approaches
- Demonstrate curiosity and enthusiasm for mathematical problems
- Make connections between the concepts they have learned
- Can take a creative approach to solving mathematical problems
- Reverse their direction of thought – may work backwards and forwards when solving a problem
- Communicate their reasoning and justify their methods
- Sustain their concentration throughout longer tasks and persist in seeking solutions
- Enjoy working at increased depth
- Adept at posing their own questions and pursuing lines of enquiry
- Take delight in numbers and use them in other areas of the curriculum, e.g. story- telling
- Enjoy mathematical puzzles and problems

NB: Some learners who are highly able in mathematics perform at levels that are unusually advanced for their age. It is recommended to challenge the pupil with broad but challenging enrichment and extension activities, rather than accelerate through the curriculum.

Modern foreign/ancient languages

More able learners in modern foreign languages may display a selection of the following characteristics:

- Early awareness of the second language as a separate system
- Curiosity about how language works
- Ability to extrapolate general rules from samples
- Ability to pick up new language and structures quickly
- Ability to make connections and classify words and structures, e.g. to help them learn more efficiently
- Ability to identify, memorise and reproduce new sounds
- Strong desire to put language together by themselves
- Creativity and imagination when using language
- Desire to ask further questions and seek solutions
- Awareness and use of a range of strategies for learning
- Intense interest in the cultural features of the language studied
- Ability to transfer skills across and to other languages

NB: Becoming a competent and independent language learner is a process which develops alongside intellectual maturity and familiarity with the language and culture. Linguistic development is also very dependent on input and opportunity.

Bilingualism may or may not indicate exceptional aptitude in language learning, but taking account of learners' experience and expertise in another language (e.g. home language) is an important factor in planning and in building confidence and motivation.

Music

More able learners in music may display a selection of the following characteristics:

- Captivated by sound and engage fully with music
- Select an instrument with care; may be unwilling to relinquish the instrument
- Find it difficult not to respond physically to music
- Memorise music quickly, without any apparent effort
- Able to repeat more complex rhythmical and melodic phrases given by the teacher and repeat melodies (sometimes after only one hearing)
- Sing and play music with a natural awareness of the musical phrase; the music makes sense
- Particularly sensitive to melody, timbre, rhythms and patterns
- Demonstrate the ability to communicate through music, for example to sing with musical expression and with confidence
- Show strong preferences, single-mindedness and a sustained inner drive to make music
- Have the motivation and dedication to persevere and practise; show a commitment to achieving excellence

NB: Pupils more often show their musical talent through the quality of their response than the complexity of their response. Musical quality is very difficult to define in words, as music is a different form of communication from language. Therefore, musical talent is at least as much about demonstrating a higher-quality response within levels as about attainment at higher levels. Musical talent can be seen at every level of attainment. Those with a high ability in music show a particular affinity with sound. This type of ability is sometimes difficult to identify, especially when it is not combined with more general ability.

Aptitude in music may reveal itself early given the right conditions, but can also remain hidden if a pupil has had limited encouragement or opportunity. Teachers may encounter pupils whose musical skills and performance are developed to such an extent that it is difficult to provide for them in the everyday classroom – as well as pupils in whom abilities of great promise are merely latent, and who need intensive and focused development of skills.

Physical education

More able learners in physical education may display a selection of the following characteristics:

- Use the body with confidence in differentiated, expressive and imaginative ways
- Good sense of shape, space direction and timing
- Movement is fluent and can be elegant
- High degree of control of their body; good control of gross and fine body movements and can handle objects skilfully
- High degree of motivation and commitment to practice and performance
- Use technical terms effectively, accurately and fluently
- Able to analyse and evaluate their own and others' work, using results for self- improvement
- High level of understanding of principles of health-related exercise and their application in a variety of activities
- Particularly high levels of fitness for their age
- Specific strengths in particular areas, e.g., games or dance
- Able to perform advanced skills and techniques and transfer skills between activities
- Good decision makers; able to take the initiative; demonstrate autonomy, leadership and independence of thought
- Able to reflect on processes and outcomes to improve performance
- Take risks with ideas and approaches
- Show perseverance and commitment
- Involvement with a range of related extracurricular activities
- Understand the need for effective coaching

NB: In addition to the above characteristics, specific sports and physical activities will have their own list of skills and abilities.

Science

More able learners in science may display a selection of the following characteristics:

- Aware of how the context influences the interpretation of science content
- Recognise patterns and relationships in science data
- Can hypothesise/predict based on valid evidence and draw conclusions
- Decide quickly how to investigate fairly and manipulate variables
- Enjoy researching obscure facts and applying scientific theories, ideas and models when explaining a range of phenomena
- Recognise and process reliable, valid and accurate data; can explain why data is unreliable, invalid or inaccurate
- Inquisitive about how things work and why things happen
- Good observational skills
- Enjoy talking with the teacher about new information or ideas
- Think flexibly, generalise ideas and adapt problem-solving approaches
- Ask many questions
- Enjoy logical reasoning
- May be able to miss out steps when reasoning
- Strive for maximum accuracy in measurements of all sorts
- Use advanced and extensive vocabulary, including the use of appropriate language from other areas of the curriculum such as mathematics
- Put forward objective arguments, using combinations of evidence and creative ideas, and question other people's conclusions
- Extremely interested in finding out more about things around them
- Read widely on science or science fiction
- Have scientific hobbies and/or members of scientific clubs and societies
- Able to sustain their interest and concentration and go beyond an obvious answer with greater depth
- Able to evaluate findings and think critically; can be self-critical
- Easily bored by over-repetition of basic ideas; may approach undemanding work casually and carelessly

NB: Learners who are more able in science can show intense interest in one particular area of science, sometimes to the exclusion of other topics.

Identifying more able learners: general characteristics

More able learners may display a selection of the following characteristics:

Personal traits

- Inquisitive, curious, alert and responsive to new ideas
- Quick/agile thinkers
- High self-motivation/initiative; can work well independently
- Socially adept
- Show leadership qualities
- Good/unusual sense of humour
- Sensitive/sensitivity and empathy with others
- Socially immature/isolated; prefer computers to people

Learning ability

- Learn new ideas and concepts quickly/easily/readily
- Good at reasoning/logical/analytical thinking
- Good at dealing with abstractions/abstract thinking
- See relationships between things; can generalise from specific facts
- Good at understanding things/meanings; show unusual insights
- Able to memorise quickly/easily
- Follow complex directions easily
- Keen powers of observation
- Advanced vocabulary/verbally fluent/good self-expression
- Learned to read early, often before school age; rapid readers
- Good attention; concentrate and persevere for long periods if interested

Learning styles

- Dislike repetition of concepts and closed tasks; get bored easily
- Informed/show interest in ideas and concepts beyond their years
- Creative/imaginative; original ideas in problem-solving; may be artistic/musical
- Inclined to choose unusual but effective methods of working, perhaps using a different line of logic or jumping steps
- Many interests/hobbies; read across a wide range of subjects
- Prefer verbal expression; reluctant to record things in writing
- Resent imposed timetable restrictions if interested in a task

Key question: Do your planning and teaching provide opportunities for learners to reveal and develop these characteristics?

Individual education plan template

Schools to adapt for exceptionally able/underachieving able learners as appropriate.

NB. Targets set should be motivational, precise, achievable and time limited. Actions should be personalised and informed by evidence of what works well.

Learner name: Date of initial IEP: Present at the meeting:

Class: Next review date(s):

Date of birth:

Overarching aim of the IEP:

Pupil profile:		
Potential barriers/risks:		
Targets and timescales	**Actions (by whom/resources)**	**Success criteria** *Including what that looks like for the learner*
1.		
2.		
Learner comment on targets/contribution to meeting targets Learner signature: Date:		
Parent/carer comment on targets/contribution to meeting targets Parent/carer signature: Date:		

Review meeting 1

Review meeting date:	Present at the meeting:
	Progress against targets
Target 1	
Target 2	
Learner comment on progress/contribution to next steps **Learner signature:** **Date:**	
Parent/carer comment on progress/contribution to next steps **Parent/carer signature:** **Date:**	

Review meeting 2

Review meeting date:	Present at the meeting:
	Progress against targets
Target 1	
Target 2	
Learner comment on progress/contribution to next steps **Learner signature:** **Date:**	
Parent/carer comment on progress/contribution to next steps **Parent/carer signature:** **Date:**	

Starters ***CHALLENGES***	***STRATEGIES***
Avoiding repetition or re-learning	• Expect pupils to articulate rules or patterns to clarify understanding • Use differentiated examples • Plan for consolidation and confirmation rather than repetition • Use the pace as a new challenge • Look for new contexts in which to practise skills • Select pupils to set the starter activity • Address the same objective through tasks at varying levels
Providing sufficient differentiation in such a short time	• Set investigations across a sequence of lessons • Use pair/ small group work • Have tasks which make use of higher order thinking skills • Use differentiated or open ended questioning • Make a statement and ask for it to be justified • Use the follow up question – 'what makes you think that?'
Offering appropriate challenges	• Have ability pairings/ groupings at times • Build an incline of challenge with stepped tasks • Ask abler pupils to articulate the skills involved in completing particular tasks
Introduction ***CHALLENGES***	***STRATEGIES***
Providing an appropriate level of stimulus and challenge for the most able without losing the majority	• Use differentiated questions • Differentiate expectations • Prepare questions targeted on particular pupils which reflect their needs and personalities • Prime able pupils for contributions which extend the experience of all
Involving able pupils in whole class interactive discussion although they may not wish to contribute or might dominate	• Be aware of reasons for reluctance and avoid over exposure of able pupils • Direct questions to individuals • Use response partners • Allocate scribing • Expect able pupils to articulate what has been learned
Using modelling productively in relation to the needs of able pupils	• Give an oral commentary with the more able in mind • Involve pupils in modelling if appropriate • Ask able pupils to articulate explanations and principles • Use modelling to build the confidence of able pupils • Model problem solving at different levels • Model only that which abler pupils need to know
Development ***CHALLENGES***	***STRATEGIES***
Ensuring that grouping maximises learning opportunities	• Create task-specific groups • Vary group membership • Ensure that there are times when the ablest pupils work together • Ensure that able pupils have the opportunity to follow and to lead • Give able pupils roles in group work that reflect their abilities

Negotiating learning	• Promote self-evaluation and self-target setting • Encourage pupils to set questions, not just to provide answers • Negotiate over styles of response and criteria for evaluation • Decide together on the objectives to be addressed by able pupils • Discuss possibilities of varying presentation
Developing the skills of able pupils through working with others of differing abilities	• Allocate challenging roles in group work, e.g. chair • Peer editing/ marking • Help able pupils to contribute to the success of others as well as their own
Maintaining the optimum pace for learning	• Give all learning a time frame, but match timing to potential • Offer challenging tasks • Expect different rather than just more • Differentiate objectives • Explore possibilities for acceleration
Planning activities which extend learning in breadth and depth	• Compact the task • Give a limited focus to promote depth • Plan to engage with higher order learning skills
Plenary CHALLENGES	***STRATEGIES***
Involving able pupils without diminishing the achievements of others or inviting peer group resentment	• Expect able pupils to offer explanation, not just presentation • Exploit the possibilities of presenting in role and reporting back • Encourage able pupils to take notes for feedback • Allow able pupils a different timescale for feedback, e.g. via OHP or ICT at the end of the week • Be aware of the attitudes of other pupils
Engaging with able pupils' level of understanding	• Focus on the articulation of what has been learnt, using appropriate terminology • Tackle demanding objectives • Build understanding of the big concepts • Offer the inspiration that can come from meeting older pupils who are more able and talented
Independent work CHALLENGES	***STRATEGIES***
Marking for maximum progress	• Marking should be formative, not just celebratory, and should be focused on specific criteria • Share differentiated success criteria in advance • Vary styles of response and avoid excessive pressure • Encourage self-checking based on prompt sheets for self-analysis
Using homework well	• Foster originality, independence and initiative • Set investigative, research based tasks • Monitor independent reading round the subject • Make time for individual feedback

Taken from guidance published by The National Strategy