



LOCHINVER HOUSE

Able and Talented Policy

'The answer is not to standardize education but to personalise and customise it to the needs of each child and community. There is no alternative. There never was.' Ken Robinson

Lochinver House School is committed to enabling each pupil to achieve their potential. Excellence is encouraged from all our pupils and opportunities to excel are provided throughout the curriculum. In line with Growth Mindset Theory, our role is to nurture the talents of every pupil.

The curriculum and organisation of the School allow every pupil to learn at a pace that is appropriate for them. Opportunities and differentiation enable Able and Talented pupils to fully develop their abilities within the context of the spiritual, moral, social and cultural framework of the School.

This commitment to our pupils is reinforced through our membership of NACE (National Association for Able Children in Education). Enrichment is at the heart of all we do; enhancing the curriculum through regular, varied events and additional provisions which add to the learning experience of each pupil appropriately.

We can enrich the curriculum and create a culture of excellence by:

- Encouraging perseverance, appropriate risk-taking and bravery
- Demonstrating and communicating our own joy and passion for learning
- Ensuring the use of accurate and precise subject specific language
- Using questioning skills which probe and support higher order thinking skills
- Providing extension work which requires more depth of enquiry
- Using appropriate pace and supporting pupils when needed; addressing this through clear differentiation
- Encouraging independent curiosity, enquiry and resourcefulness
- Delivering lessons with high expectations; rich with creativity paying particular regard to the Lochinver Language of Learning
- Encouraging pupils to be active learners who ask questions
- Ensuring work is appropriately demanding and that all pupils are on a journey of mastery
- Recognising that exceptionally able pupils may have very distinctive needs that may require a modification of the curriculum
- Devising a personalised approach with regard to the academic, social and emotional needs of the pupils

Aims

- Promote and encourage interests and strengths
- Recognition that the more able pupils require appropriate differentiation
- Identification and monitoring of these pupils
- Recognise the needs of the more able pupils within a framework of equal opportunity and mixed ability teaching
- Appropriate assessment of their abilities and needs
- Development of their spiritual, moral, social and cultural experiences at a level appropriate to their abilities



- The awareness of learning tasks that are relevant, enjoyable and extend conceptual structures
- Continual professional development of staff
- Develop strategies to encourage those pupils who are identified as being Able and Talented but that may have become passive learners

Which Pupils? A School Definition:

- Able refers to a pupil who has high ability in one or more academic subjects, such as English, Maths or Science. These pupils have a broad spectrum of high ability when viewed against School norms
- Able and Talented pupils demonstrate independence, tenacity, resilience and a love of enquiry
- Able and Talented pupils can independently apply their existing knowledge to unfamiliar situations; they can evaluate evidence, reflect on this and communicate their thoughts and ideas well
- Able pupils demonstrate quick and accurate thinking; they can work systematically finding creative solutions to problems
- Talented refers to a pupil who has skills in practical or creative areas such as Music, Sport, Art and P.E.
- Talented pupils can demonstrate an aptitude to a particular area of the curriculum; be that Science, Maths, Computing or Languages
- Talented pupils can demonstrate particular physical dexterity or skill
- Talented pupils can show musical or artistic creativity

Approach to Identification and Assessment:

It is expected that a pupil will be identified as Able by teaching staff or in the case of extracurricular activities; by other adults. Evidence of particular skills may need to be confirmed by a subject specialist or adviser out of School.

Evidence can include:

- A comparison of learning behaviour and achievement with the peer group
- Language acquisition or problem and thinking skills
- Fine and gross motor skills
- Moderation of work by other members of staff
- Testing including INCAS and CATS results
- Standardised Assessments and teacher assessment – or any evidence which the teacher considers indicative of above average ability

Teachers who identify boys as being Able and Talented should inform the Able and Talented Co-ordinator.

Role of the Co-ordinator:

Responsibilities will include:

- To draw up and maintain a policy for Able and Talented pupils
- To keep and update a School list of Able and Talented pupils
- Promote the culture of excellence
- To organise and oversee the day-to-day operation of the school's Able and Talented policy
- To identify Able and Talented pupils
- To support staff in the provision available for Able and Talented pupils
- To liaise with and advise teachers
- To monitor pupil progress
- To ensure that medium term planning identifies provision for Able and Talented pupils

An Approach to Provision at Classroom and School Level:

- All classrooms to offer a carefully structured positive atmosphere, in which the contribution made by pupils is recognised, differences acknowledged and enthusiasm for learning is fostered
- Full class teaching – in an atmosphere of mutual respect where mistakes are accepted as a route of learning
- Before moving on to new learning, pupils should apply their knowledge in a range of contexts – deepening their understanding, as per DfE recommendations, focus is on depth or mastery of a topic



- Pupils should apply their curriculum knowledge as a whole, in more complex and in-depth, cross-objective and multi-modal methods
- Teachers should seek to provide tasks that promote problem-solving skills associated with clear thinking and a spirit of investigation should be encouraged
- Teachers should challenge pupils by providing them with opportunities to be stretched by having to apply and link their learning in deeper ways and through application
- Setting – by social groups, ability groups or mixed aptitude groups
- Yearly 'Bounce Days' which promote and encourage Growth Mindset

In the Early Years provision, it is important that there is:

- Recognition that all pupils have strengths to build on
- Recognition that the development of abilities and talents may be uneven and evolving
- Provision which offers pupils very broad experiences rather than narrow pathways
- The role of the practitioner as a facilitator and 'scaffolder' of learning
- Recognising that exceptionally able pupils may have very distinctive needs that may require a modification of the curriculum
- To devise a personalised approach with regard to the academic, social and emotional needs of the pupils

Mentoring – for social or skill-based needs:

- Enrichment – visiting experts, providing a range of materials and resources, study skills taught directly, investigation work, increased technical/specialist language etc
- Extension – open-ended tasks and questions, deepening understanding of concepts, additional activities around the basic themes
- Differentiation – matching tasks to ability, developing personalised learning
- Challenge – introducing elements of competition with older pupils or wider arena than peer group. Also, competition against self is important – clear targeting
- Problem solving and investigation – to develop reasoning and thinking skills
- Classes outside of School e.g. Art, Drama, DT, Music and Sports
- IAPS Music courses
- LAMDA examinations
- After School Activities such as Lego Animation to extend Computing skills
- Support and encourage participation in national orchestras or choirs
- Participate in IAPS and Independent Schools Sports competitions
- Working with Football Academies
- Allowing pupils time away from School to pursue Drama, Sport and Music activities

Cross Curricular:

- The Able and Talented Co-ordinator together with the teacher will assess the needs of the pupils
- We use a wide range of testing materials according to age and abilities and teachers own recommendations according to the criteria they have established
- Cross curricular links are made with other departments through specific Able and Talented groups e.g. Language/Russian/Art scholarships and Creative Arts Classes etc. We encourage pupils to participate in a wide range of extracurricular activities either in area of strength e.g. Music, Language, Art, Sport or to further develop other skills
- Furthermore, Able and Talented is catered for through extension and enrichment of the curriculum. This includes the UK Maths Challenge, IAPS courses, in House activities, Bounce Days, competitions outings and visiting speakers
- Some of these activities involve Able and Talented pupils working with other Able boys from differing age groups



Outside School:

The most effective support Lochinver House School can provide to parents of all pupils is via open communication of information about progress through the reporting system and strategies adopted. Teachers will need to make use of:

- The special skills of individual members of staff
- The use of visiting experts
- The library
- Specialist clubs and societies
- National Associations
- The Internet

Policy Reviewed: 20.07.2018
Policy Review Date: 19.07.2020
Policy linked to: Admissions and Attendance Policy, Curriculum Policy, Data Protection Policy, EAL Policy, Equal Opportunities Policy, Educational Visits Policy, Homework Policy, Learning Support Policy, Privacy Notice, PSHEE, British Citizenship and Careers Policy, Safeguarding and Staff Behaviour and Code of Conduct Policy and Procedures.

Any data held in relation to the content of this policy will be managed in accordance with our Data Protection Policy and Privacy Notice.

