



**MORE ABLE &
TALENTED POLICY**

DOCUMENT CONTROL

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1. **BELIEFS AND VALUES**

At West Lakes Academy we have the vision that each learner is entitled to a personalised learning experience depending on his or her individual needs. This includes those who are more-able and talented and this personalised agenda is at the heart of our learning and teaching.

We endeavour to deliver a curriculum that will enable learners to develop their full potential, be that intellectual, physical, aesthetical, creative, emotional, spiritual or social, finding appropriate challenge in our learning environment.

We are committed to:

- Providing a challenging programme of study and opportunities, both inside and outside of the classroom, that enrich and supplement the individual's needs both academically and socially.
- Nurturing the talents of our most-able and talented learners and communicating effectively with Parents and Carers with regard to issues associated to the More-Able and Talented.
- Championing achievement and celebrating the excitement of excellence.
- Providing a coordinated approach to transition between primary and secondary phases.

Our most able learners have an entitlement to the following:

- Staff commitment to develop students' full potential at all times.
- Lessons that stimulate, engage, challenge, inform, excite and encourage through partnership and dialogue with teachers and other students and active participation in the lesson.
- Skilled, well prepared and informed teachers who have a perspective and understanding of whole school needs, problems and policies, especially those concerning issues related to students identified as more-able and talented.
- An entitlement beyond subject teaching, including preparation for adult life and preparation for the world of work. This includes extra-curricular activities, personal and social education, careers guidance and counselling, visits to local industry, work experience and university experiences.

2. **DEFINITION**

A More-Able learner is one that has the potential to excel academically in one or more subjects such as English, Drama, Technology or Mathematics. This is often identified by prior attainment results but can be by staff nomination. A talented learner is one who has the ability to excel in practical skills such as Sport, Leadership or Artistic Performance. This is most often identified by staff nomination (Government Definition, April 2008)

3. **METHODS OF IDENTIFICATION**

More Able and Talented learners are identified using a variety of methods such as National Tests (SATS), teacher assessment and staff nominations. This is a continuous whole school process and it is reviewed annually.

4. **PROVISION**

Within the classroom we seek to make the appropriate provision by:

- Providing a stimulating learning environment with high quality resources.
- Supporting More Able and Talented learners to ask searching questions.
- Holding meaningful discussions between learners with the teacher, other adults and young people.
- Setting challenging tasks, recognising that struggle is important.
- Using effective questioning, needing higher order answers.
- Extending learning opportunities, including home learning.
- Giving effective explanations.
- Reviewing learning.

We enrich provision beyond the classroom by providing:

- A wide range of extra-curricular activities and visits where possible.
- Visits to universities where possible.
- Out of hours enrichment opportunities.

5. **ARRANGEMENTS FOR COORDINATING PROVISION**

The appointment of a named individual on the ALG to take the strategic lead and champion the Academy's response to meeting the needs of more-able and talented learners. This will be supported by a more-able and talented co-ordinator.

The identification of a key link person in each curriculum area to liaise with the More-Able and Talented Coordinator and to establish mechanisms for coordinating and monitoring progress of more-able students.

All Schemes of Learning are planned to include specific enrichment material.

An awareness amongst all staff of their role in the identification of more-able students based on subject specific criteria and the need to make the curriculum sufficiently challenging.

The establishment of a register of more-able and talented students established by the More-Able and Talented Coordinator and published to all curriculum areas.

Continuing professional development for staff that addresses the implications of more-able learners within individual subject areas and develops teaching and learning styles that take account of differentiation, enrichment and extension.

The effective assessment of students' potential and performance.

The regular monitoring of individual learner performance by ALG, teachers and the More-Able and Talented Coordinator.

An audit of enrichment and extension opportunities provided by the wider extra-curricular programmes led by the ALG (more-able) and the More Able and Talented Coordinator.

The encouragement of students to enter local and national events including residential courses and competitions.

The provision of discrete pastoral care (where required) on an individual basis.

The provision of mentoring, where appropriate.

Opportunities for more-able students to work together.

Close liaison between the Academy with external support agencies and parents.

Mechanisms to identify and address underachievement.

6. **ACADEMY ETHOS AND SUPPORT**

We foster an ethos that supports the progress of learners by:

- Encouraging hard work.
- Setting challenging academic targets
- Having high expectations.
- Recognising, rewarding and celebrating achievement.
- Providing challenge at all opportunities.
- Encouraging learners to have high aspirations.
- Communicating with parents.