ABLE and AMBITIOUS Policy

Lead person responsible:
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Rationale

"Teachers should set high expectations for every pupil. They should plan stretching work for pupils whose attainment is **significantly above the expected standard**... Teachers should use appropriate assessment to set targets which are deliberately ambitious.

<div align="right">Department for Education July 2013, The National Curriculum in England: Framework Document.</div>

The purpose of identification is to enable teachers to plan stretching work and provide opportunities both in and outside the classroom for pupils to excel.

The identification process is ongoing to identify potential and acknowledge achievement at any stage of a pupil's education

Definition

The areas of **'Able'** that will aid identification are:

- Exceeding age related level at the beginning of the year
- High intellectual ability
- Physical ability in creative or performing arts
- High functioning leadership skills and/or Social awareness
- High psychomotor ability

Being **Ambitious** may be subject specific or more general. The areas of **'Ambition'** that will aid identification are:

- Determination to succeed and/or academically optimistic learners
- Inspiration and/or high creativity
- Independent engagement/huge enthusiasm within a specific subject
- Curiosity of thought, flair for a subject, risk taking in quest for success
- Emotional intelligence

Subject leaders have published the criteria that they can use to identify those pupils who are able or ambitious in their subject area (see Appendix 1).

Pupils have a great capacity for change and development. These criteria will be used to identify pupils annually.

Identification:

We use a combination of strategies to identify Able and Ambitious pupils.

- Teacher assessment / observation
- Checklists (see Appendix 1)

- Tests
- Parental nomination at parent consultations.

 The identification process is ongoing, and begins when the pupil joins our school.
As the pupils progress through the school, we test them regularly to ensure that they are making the sort of progress that we are expecting of them with their targets.

General overall approach in the classroom:

At RGJS we establish high expectations of all pupils, our curriculum allows for enrichment and extension to take place. Teachers differentiate to ensure all pupils are being challenged (See appendix 2) and set activities with learning outcomes that;

- allow pupils to respond and progress at their own levels;
- promote creative and imaginative responses, encourage questions and help pupils to find answers for themselves;
- help the more able child understand that failure to succeed can be a positive experience.

For sample activities / strategies refer to the **RGJS Teaching Toolkit**.

Teachers and year group leaders monitor progress and provision for pupils each term and targets are revised.

Out of class approaches:

- Whole school activities such as school celebrations will give the more able pupil additional opportunities to make extended contributions.

- Competitions will provide opportunities for skills and abilities to be discovered and nurtured.

- Opportunities are provided for all Year Groups to take part in a wide variety of extra-curricular activities.

- We will do our best to identify areas that will allow the development of specialist interests according to staff specialisms.

- We will endeavour to support our pupils in their understanding of their special abilities and having the self-confidence to accept themselves. They will not be singled out as odd or different. Our pupils will be encouraged to support and understand those less able than themselves.

- Where applicable, an appropriate subject specialist will be found to advise the class teacher. It is anticipated that this will add an additional dimension to the child's education. We will seek this through a partnership with our local High school.

- We recognise that our pupils benefit most where school and parents work in partnership. To encourage this, Parent Consultation meetings take place. During the autumn and spring terms.

- Support will be provided for teachers on the use of appropriate practice. All relevant and current information will be communicated to all staff. Opportunity will be provided for all staff, through attendance and dissemination, to experience suitable INSET.

- The school's resources will reflect our commitment to recognising and supporting the able and ambitious pupils.

Responsibility for implementing, monitoring and reviewing:

The Able and Ambitious (A&A) policy is part of the School Improvement Plan and relates to other policies within Inclusion. The school's appointed more A&A leader is the Inclusion Lead who works closely with the Head teacher.

- The A&A leader will ensure teachers update and review their class identification list annually. This is kept in the Assessment, Transfer and Tracking (AT&T) file.

- Class teachers and Year Group Leaders will monitor the progress made by identified pupils at their pupil progress meetings at the end of each term.

- Subject leaders will monitor the provision for and progress of pupils in their subject during subject monitoring sessions which are timetabled throughout the year. This will be reflected in their subject action plan.

- The Inclusion lead will ensure that all staff are aware of the process of identifying able and ambitious pupils and that the process is undertaken when appropriate.

- Work set for able and ambitious pupils will be identified on short-term plans where appropriate.

- A regular review of the opportunities being offered in the school will be undertaken.

- A regular review of schemes of work will be undertaken to confirm the opportunities being offered across subjects.

Our A&A policy has been written by the school, building on government guidance. It has been agreed by staff and approved by Governors.

APPENDIX 1 – <u>Subject Checklists for identifying A&A</u>

<u>Literacy</u>

Pupils who are able in Literacy are likely to show some or all of the following characteristics:

- **Creative flair**
  - Writing or talking in imaginative and coherent ways
  - Elaborating on and organising content to an extent that is exceptional for their age
- **Stamina and perseverance**
  - Using any suitable opportunities to produce work that is substantial and obviously the product of sustained, well-directed effort
- **Communicative skills**
  - Involving and keeping the attention of an audience by exploiting the dramatic or humorous potential of ideas or situations in imaginative ways
  - Taking a guiding role in helping a group to achieve its shared goals, whilst showing sensitivity to the participation of others
  - Writing with a flair for metaphorical or poetic expression
  - Grasping the essence of particular styles and adapting them to their own purposes
  - Expressing ideas succinctly and elegantly, in ways that reflect an appreciation of the knowledge and interests of specific audiences
- **Arguing and reasoning**
  - Creating and sustaining accounts and reasoned arguments at a relatively abstract or hypothetical level, in both spoken and written language
  - Justifying opinions convincingly, using questions and other forms of enquiry to elicit information and taking up or challenging others' points of views
- **Awareness of language**
  - Understanding the nature of language and showing a special awareness of features such as rhyme, intonation or accent in spoken language, and the grammatical organisation of written texts.

<u>Mathematics</u>

Pupils show their special talents in mathematics in a range of ways and at varying points in their development. Pupils who are more able in mathematics are likely to:

- Learn and understand mathematical ideas quickly
- Work systematically and accurately
- Be more analytical
- Think logically and see mathematical relationships
- Make connections between the concepts they have learned
- Identify patterns easily
- Apply their knowledge to new or unfamiliar contexts

- Communicate their reasoning and justify their methods
- Ask questions that show clear understanding of, and curiosity about mathematics
- Take a creative approach to solving mathematical problems
- Sustain their concentration throughout longer tasks and persist in seeking solutions
- Be more adept at posing their own questions and pursuing lines of enquiry.

Science

Pupils who are more able in science are likely to:

- Be imaginative
- Be extremely interested in finding out more about themselves and things around them
- Enjoy researching obscure facts and applying scientific theories, ideas and models when explaining a range of phenomena
- Be able to sustain their interest and go beyond an obvious answer
- Be inquisitive about how things work and why things happen
- Ask many questions, suggesting that they are willing to guess and speculate
- Use different strategies for finding things out (practical ad intellectual)
- Think logically, providing possible explanations for outcomes (they may be precise in their thinking, but not in their recording)
- Put forward objective arguments, using combinations of evidence and creative ideas, and question other people's conclusions
- Decide quickly how to investigate fairly
- Consider alternative suggestions and strategies for investigations
- Analyse data or observations and spot patterns easily
- Make connections quickly between facts and concepts they have learned, using more extensive vocabulary than their peers
- Enjoy challenges and problem solving
- Be self-motivated, willingly putting in extra time.

Computing

Pupils who are more able in computing are likely to:

- Demonstrate capability significantly above that expected for their age
- Learn and apply new techniques quickly for example, pupils use shortcut keys for routine tasks effectively and appropriately
- Transfer and apply skills and techniques confidently in new contexts for example, having learned about spreadsheet modelling in a mathematical context, they recognise the potential of applying a similar model in a science investigation
- Initiate ideas and solve problems, use ICT effectively and creatively
- Show curiosity – for example, about how hardware and software works or what the components of web addresses mean.

Design and Technology

Pupils who are more able in design and technology are likely to:

- Demonstrate high levels of technological understanding and application
- Display high-quality making and precise practical skills
- Have flashes of inspiration and highly original or innovative ideas
- Demonstrate different ways of working or different approaches to issues
- Be capable of rigorous analysis and interpretation of products
- Work comfortably in contexts beyond their own experience and empathise with users' and clients' needs and wants

Teachers may identify pupils who are able and ambitious in design and technology by:

- The outcomes of specific tasks
- Evidence of particular aptitudes
- The way pupils respond to questions
- The questions that pupils ask themselves.

Art and Design

Pupils who are talented in art and design are likely to:

- Think and express themselves in creative, original ways
- Push the boundaries of normal processes
- Show a passionate interest in the world of art and design
- Use materials, tools and techniques skilfully and learn new approaches easily
- Exploit the characteristics of materials and processes they use materials and processes in creative, practical and inventive ways; they explore alternatives and respond to new possibilities and meanings
- Understand that ideas and meanings in their own and others' work can be interpreted in different ways.

Religious Education (RE)

Pupils who are more able in RE are likely to:

- Show high levels of insight into, and discernment beyond, the obvious and ordinary
- Understand, apply and transfer ideas and concepts across topics in RE and into other religious and cultural contexts.

History

Pupils who are more able in history are likely to show some or all of the following characteristics:

- **Historical knowledge**
  They may have:

- An extensive general knowledge, including a significant amount of historical knowledge
- Develop with ease a chronological framework within which to place existing and new knowledge
- Demonstrate a strong sense of period as a result of study.

- **Historical understanding**

  They may:
  - Understand and apply historical concepts to their study of history
  - Be able to draw generalisations and conclusions from a range of sources of evidence
  - Seek to identify patterns and processes in what they study, while being aware of the provisional nature of knowledge
  - Appreciate that answers arrived at depend largely on the questions asked.

- **Enquiry**

  They may:
  - Be able to establish and follow a line of enquiry, identifying and using relevant information
  - Be good at reasoning and problem solving
  - Think flexibly, creatively and imaginatively
  - Show discrimination when selecting facts and evaluating historical evidence
  - Manipulate historical evidence and information well
  - Appreciate the nature of historical enquiry
  - Question subject matter in a challenging way
  - Be intrigued by the similarities and difference between different people's experiences, times and places and other features of the past
  - Show resourcefulness and determination when pursuing a line of enquiry.

Geography

Pupils who are more able in geography are likely to:

- Understand concepts clearly so that they can apply this understanding to new situations in order to make interpretations, develop hypotheses, reach conclusions and explore solutions they understand geographical ideas and theories, and apply them to real solutions
- Communicate effectively using both the written and spoken word they convey knowledge, ideas and understanding in ways that are appropriate to the task and audience. They learn subject specific vocabulary, use it accurately and are able to define words
- Enjoy using graphs, charts, maps, diagrams and other visual methods to present information. They are competent and confident in using the wide range of visual resources required in geography – aerial photographs, satellite images, maps of different types and scales, GIS systems and so on

- Have a more highly developed value system than most pupils of their age and have well-considered opinions on issues such as the environment and the inequalities of life in different places
- Have a wide-ranging general knowledge about the world ; they have a good knowledge of where places are in the world and of topical issues.

Physical Education (PE)

Pupils who are more able in PE are likely to show some or all of the following characteristics in their performance and approach to PE, sport and dance.

- **Approach to work**
  They may:
    - Be confident in themselves and in familiar contexts
    - Take risks with ideas and approaches; may be able to think 'outside the box'
    - Show a high degree of motivation and commitment to practice and performance.
- **Effective performance**
  They may:
    - Be intelligent, independent, thoughtful performers, actively forming and adapting strategies, tactics or compositions
    - Be able to reflect on processes and outcomes in order to improve performance, understanding the close and changing relationship between skill, fitness and the tactics or composition of their performance
    - Be good decision-makers and able to take the initiative, often showing high levels of autonomy, independence and leadership
    - Be creative, original and adaptable, responding quickly to new challenges and situations, often finding new and innovative solutions to them.
- **Body skilfulness and awareness**
  They may:
    - Have a high degree of control and coordination of their bodies
    - Combine movements fluently, precisely and accurately in a range of contexts and activities

Some pupils may have unusual abilities in specific aspects of the programme of study or areas of activity, such as:

- Evaluating and improving performance through leadership
- Acquiring, developing and performing advanced skills and techniques
- Conceptual understanding, shown through the sophisticated selection and application of advanced skills, tactics and compositional ideas for their age
- Particularly high levels of fitness for their age, in both specific and general areas
- Specific strengths in general areas, such as games activities or dance activities

Some pupils perform at high levels in sport or dance in the community, for example basketball, high jump, jazz dance or sailing. In some cases, these pupils' performances may be too specific to be easily related to the national curriculum level descriptors for PE.

Teachers should be aware that age and physical maturation can lead to better performance at certain ages and stages, but they are not characteristic of talnt in PE and sport.

Differentiating From The Top
A. Task: Diff amounts/types of work. Challenge cards to choose
B. Outcome: Open-ended activities; Different products, same task
C. Support: Use of LSAs, giving extra/les time, pupils as learning detectives
D. Pace/Time: Use of music track/sand-timer/countdown clock; Time for pupils to review and evaluate learning; Summarise learning in no more than 140 characters/140 seconds
E. Interest: Pupils select from "menu" of work; Pupils planning and leading activities/lessons; Devising own challenges; Research
F. Resource: Bank of materials (+online); Varied levels of complexity
G. Responding: Spoken vs Written. In the style of…(The TV News; a children's TV presenter; Barack Obama, etc); Mind map; Use of ICT
H. Organisation: Layout of classroom; Location of resources; Independent working; Room-swapping/visiting; Use of library/ICT
I. Seating: Brain Buddies sit together; group pupils by their favourite /not so favourite learning style/strategy; Greet and seat with a challenge
J. Pupil Expertise: Groupings- reading/writing partners/brain buddies; Think-Pair-Share; Collaborative learning-specific roles; Hot seating; pupils as(reciprocal) teachers; pupils giving feedback to each other against the lesson's learning objectives
K. Questioning/Dialogue: Bloom's Taxonomy; Pupil presentations; Debates, discussion, dialogue; Verbal and Visual; A "Questionarium"
L. Feedback: Teacher to Student; Student to Teacher; Compliment Sandwiches; "Verbal Feedback Given"