

## All Saints Catholic High School

### More Able and Talented Statement

#### Mission

See Mission Statement <http://www.allsaints.sheffield.sch.uk/index.html>

**Gifted and More Able** describes learners who have the ability to excel academically in one or more subjects such as English, drama, technology. These students are expected to attain at least 4 levels of progress and 5 levels in many subjects.

**Talented** describes learners who have the ability to excel in practical skills such as sport, leadership, artistic performance, or in an area of vocational skill.

#### What is the distinction between 'ability' and 'attainment/achievement'?

Many learners have the ability or potential to perform at a high level in one or more areas but this is not reflected in the standards they attain – i.e. they may be underachieving for a variety of reasons. Such learners need a range of tailored provision to fulfil their potential. We need to focus on identifying those who have ability, but may not yet demonstrate this through formal attainment measures, as well as those who are already high achievers in one or more areas.

#### General characteristics:

- think quickly and accurately
  - work systematically
  - generate creative working solutions
  - work flexibly, processing unfamiliar information and applying knowledge, experience and insight to unfamiliar situations
  - communicate their thoughts and ideas well
  - are determined, diligent and interested in uncovering patterns
  - achieve, or show potential, in a wide range of contexts
  - are particularly creative
  - show great sensitivity or empathy
  - demonstrate particular physical dexterity or skill
  - make sound judgements
  - are outstanding leaders or team members
  - are fascinated by, or passionate about, a particular subject or aspect of the curriculum
  - demonstrate high levels of attainment across a range of subjects within a particular subject, or aspects of work
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### **Gifted and able or talented underachievers may:**

- have low self-esteem
- be confused about their development and about why they are behaving as they are
- manipulate their environment to make themselves feel better
- tend towards a superior attitude to those around them; and find inadequacy in others, in things, in systems, to excuse their own behaviours

### **Identification of More Able and Talented:**

- The school identifies approx. 10% of students in each year group, currently looking at SATs scores of 5a or level 6 (or equivalent standardised scores)

### **Provision**

Core provision is through the high quality teaching and learning opportunities offered in the classroom

It is expected that all lessons have differentiated outcomes that provide for all learners, including stretch and challenge for the Most Able

Regular monitoring of students' achievement through the cycle data inputs will lead to intervention for students not meeting their required levels of progress

Key assessed pieces should offer stretch and challenge in the form of more complex questions or marking criteria

### **Classroom practice**

The intention is to develop the All Saints' Catholic High School belief that everyone is a unique individual, with a range of abilities and talents. All students have access to high quality teaching and challenge in their lessons. The More Able students are an important group within school and teachers are aware of the need to adjust the level of questioning and learning to ensure the level of challenge is appropriate to these students.

In some subjects the setting allows for variation of materials eg English differentiated schemes to top sets - ie Great Expectations and Animal Farm at KS3 and a Shakespeare comparison at KS4 between Macbeth and Othello

Teachers, Heads of House and Strategic Subject Leaders will use cycle data and Engagement in Learning grades to monitor the progress of More Able students and will intervene if a More Able student is not performing at the level expected.

### **Extracurricular**

A range of extracurricular activities is offered by the school; some of these are accessible for all students and some are offered only to More Able or Talented students.

The list below is not exhaustive; it may change each year as opportunities arise.

### **More Able**

- MFL – foreign visits; taking of two languages for GCSE; Y8 MFL ambassadors working with primary schools

- Health & Social Care – university taster visits
- ICT – Cutlers’ Ambassador Scheme, linked to University of Sheffield; Make, Learn, Share Whiz Kids for Y8 in conjunction with Sheffield City Council
- RE – personalised targets provided fortnightly; literacy support materials to enable students to work on A/A\* answers for GCSE; focus on high level vocabulary related to subject; A level Theology taster sessions for Y11
- Mathematics – UK Mathematics Challenge entries each year at junior, intermediate and senior level; Kangaroo and British Mathematical Olympiad entries; Y12 mathematicians have focused outreach sessions from Sheffield University; Maths Academy with Sheffield University; Maths Inspiration event for students to talk to university undergraduates and tutors
- Geography – focused work for A/A\* students
- Science – Triple Science pathway offered; competition entries eg Blood Hound; university visits for A level students; visits to local industry; primary morning based on forensic science offered
- English - competitions for Most Able such as a 'ten before ten' reading challenge for top set Y9s to read more complex novels; Poetry writing and letter writing competitions Y8; Poetry by Heart competition for Y10 upwards. Additional trips have run for top sets – An Inspector Calls and Romeo and Juliet; A/A\* intervention sessions; Student ambassadors from the university worked with most able

### **Talented**

- Music – Band is a More Able and Talented activity; foreign tours linked to band membership
- Drama – Musical or Variety Show participation
- PE - The Gifted and Talented (G&T) student programme identifies talented students within sport so that we may work with them to offer advice, guidance and continual support in the hope that they will excel to their full potential in their sporting field. G&T students will work with a teacher mentor and throughout each academic year there will be opportunities for students to be involved in coaching workshops where they will share their achievements, examples of good practice and updates on their sport with their peers. Dance students work with professional dancers to enhance their choreography skills
- Art – work is submitted for exhibition as local opportunities arise

### **Review procedures**

The policy will be reviewed periodically by the Curriculum and Student Welfare Committee.