NORBURY HIGH SCHOOL for GIRLS

More Able, Gifted and Talented Policy

Review date: July 2026

Next review date: July 2027

Staff resp. for review: IST



More Able, Gifted and Talented Policy

Definitions

The National Association for Able Children in Education (NACE) suggests that:

- **'More-able'** describes learners who have the ability or potential to work and achieve with depth above age related expectations in academic subjects
- **'Gifted/Exceptionally Able'** describes learners who have the ability to excel academically in one or more subjects well above their peers (working at one or two years above their peers)
- **'Talented'** describes learners who have the ability to excel above their peers in practical skills such as sport leadership, artistic performance, or in an area of vocational skill
- **'Multi or dual exceptionality'** refers to those who are gifted and have a disability or are gifted and have ADHD; children with dual exceptionalities are sometimes difficult to identify because their strengths from their giftedness hide their weaknesses from their disability or conversely, their disability hides their strengths

The DfE defines:

- **'Gifted'** refers to those pupils who are capable of excelling in academic subjects; gifted children are identified by schools as those who are performing significantly above the expected level in one or more curriculum areas
- **'Talented'** refers to those pupils who may excel in areas requiring visio-spatial skills or practical abilities, such as art and design, music, P.E. or performing arts such as dance and drama
- **'Exceptionally able'** pupils are those who excel in a range of areas; this group of pupils is likely to represent only 2% of the whole school population
- **'More able'** pupils are those who work consistently above age-related expectations as defined in national curriculum programmes of study and can apply their skills and knowledge

More able students may also show outstanding leadership and social awareness. It is important to remember that some more able, gifted and talented students, especially those with dual or multiple exceptionality, may also be on the SEND register.

Aims of the programme

The DfE suggests that the more able and talented are defined as a cohort of between 5% and 20% of a school's population. The DfE also suggests that the group should be divided into the More Able (the academically most able) and the Talented (those whose experience lies in areas outside national curriculum, such as drama, performing arts, music, etc.). The DfE guidelines are that they should be in proportion of 2/3 gifted to 1/3 talented.

Inclusion in the cohort is not permanent. Students may move on and off the register. If it is perceived by parties that inclusion is no longer beneficial, students may be moved out, temporarily, or permanently.

Disaffected bright students need to be targeted. Behavioural problems will never be a reason for non-inclusion, nor will being on the Code of Practice (SEN).

Norbury High School for Girls will use **at least three** of the following methods in order to identify the gifted and talented. We aim to be flexible in our approach and always consider the abilities of the individual.

- Staff (heads of departments) nomination using subject assessment and experience of working with students
- Registers of more able, gifted and talented students are available for staff on the More Able & Talented (Google) shared drive
- Mean CAT scores
- SATs information
- Predicted GCSE/A level grades
- Reading age

Provision for more able, gifted and talented

Able students should be offered support, challenge and opportunities to excel in all areas of school life. At Norbury High School, we believe a curriculum of opportunity celebrating achievement and talent is available.

The school's role and responsibility in relation to more able and talented students

- Norbury High School will provide the more able and talented students with their full entitlement to the National Curriculum; in addition, the school hopes to provide access to curriculum enhancement in both National Curriculum areas and, where appropriate, outside
- During certain periods of the academic year Norbury High School may modify certain students' timetables allowing them the opportunity to work with their intellectual peers during normal lesson time
- The school's assessment and marking policies will be utilised by the more able, gifted and talented cohort as they stand

The head of department's (HOD's) roles and responsibilities in relation to more able, gifted and talented students

- Subject leaders should liaise with their team in order to compile a list of names for the more able, gifted or talented students in their subject area; the list should be passed on to the More Able, Gifted and Talented Coordinator
- Subject leaders should appoint one member of each department to feed back to the More Able, Gifted and Talented Coordinator every half term
- Subject leaders should have an updated register of their more able, gifted and talented students in each year group; schemes of work should be developed which contain suitable enrichment and extension work and corresponding resources
- Each department will be asked to consider their provision for the more able, gifted and talented cohort at a departmental meeting and provide a statement of intent, to be included in their departmental handbook

The subject teachers' roles and responsibilities in relation to more able, gifted and talented students

- Subject teachers will be responsible for the identification of more able students and the provision of challenging and purposeful differentiated tasks
- Subject teachers are expected to keep summative and formative records of attainment and progress of students in their teaching groups; they should report to the More Able and Talented Coordinator each term, if they think it is necessary, but particularly if a more able and talented student is underachieving
- Subject teachers will use different tasks and resources for the differing abilities of students; the approach and homework will reflect the level of the student
- Set homework tasks allowing students to pursue their own line of enquiry/alternative methods of presentation

Provision of an extensive range of classroom activities will enable students to demonstrate their skills and talents. Opportunities for curriculum **enrichment** (adding breadth) and **challenge** (adding depth) should be written into schemes of work.

The needs of able students should be taken into account through:

- Adaptive teaching in lessons
- Enabling students to work with others of like ability
- Offering opportunities for independent learning
- Planning activities to develop higher order thinking skills
- Using of higher order questioning techniques and open-ended tasks
- Entering students for competitions
- Arranging for visitors to come in and speak, or students to go on appropriate visits
- Providing out of class extension through after school clubs or liaison with other local schools
- Using Challenge tasks to deepen critical thinking around a certain subject

The More Able, Gifted and Talented Coordinator's roles and responsibilities in relation to more able, gifted and talented students

- To write and update the school's More Able, Gifted and Talented Policy
- The More Able, Gifted and Talented Coordinator to annually compile and update the central register for each year group
- Coaching the more able, gifted and talented students on the central register.
- Have an overview of existing enrichment and extracurricular opportunities provided by the school, ensuring the more able, gifted and talented representatives point the cohort to them
- Participation in specially run enrichment courses, lectures, master classes and summer schools
- The More Able and Talented Coordinator to inform subject leaders regarding suitable web sites, recent publications, resources available and enrichment courses.
- To resource the Learning Resource Centre (LRC) with suitable materials for the more able, gifted and talented students, and have these resources in a clear area for students to access
- To provide in service training to individual members of staff and on inset days

- To ensure More Able and Talented departmental representatives enter students for competitions, arrange for visitors to come in and speak, or students to go on appropriate visits

The More Able and Talented Champion's roles and responsibilities in relation to more able, gifted and talented students

- Attending MA&T working lunches and Research and Development (R&D) groups
- Being responsible for organising competitions within individual departments
- Creating and organising extra-curricular opportunities for more able and talented students
- Identifying and collating lists of MA&T students within departments (particularly in 'talented' subjects)

Assessment of the programme

The More Able, Gifted and Talented Coordinator will evaluate the progress of the students by:

- Analysing end of year exam results
- Analysing estimated versus actual results of KS3 of Able, gifted and talented students
- Liaison with PE, Art, Music and Drama regarding talented students
- Maintain a log of enrichment and extension activities offered in school

Pastoral care and support

At Norbury High School, it is important to offer opportunity, but without pressure. Referral to the pastoral team must be regarded as a strong option when dealing with the more able, gifted and talented as they may require a high level of support.

There will also be a paired mentoring system between older and younger able, gifted and talented students in order for the younger to benefit from the experience of the elder, and for the elder to raise their self-esteem, and to clarify their own thoughts.

Parent/carers

The More Able, Gifted and Talented Programme will be a three-way partnership between Parent/carers, the students and the school. Parents and carers will be informed of opportunities available through school as well as external agencies.

Conclusion	● Exceptionally able students should be supported through differentiation in lessons, with particular emphasis on subjects they **are not** excelling in ● Talented and more able students should be pushed and challenged in the subjects they **are** excelling in ● The More able, Gifted and Talented Coordinator will become the mentor to all students on the register ● The membership of the cohort will be flexible