



# More Able Policy

June 2013 (Draft)

## **1 Definition**

More able pupils are those working above the average in one or more subjects, areas of learning or aptitudes; they can normally be catered for by normal class differentiation. Gifted and talented pupils will show an unusual level of skill and as such will require provision which is additional to and different from normal classroom differentiation.

## **2 Aims**

The aims of our work with more able children are to:

- raise the attainment of all children
- ensure that all children make good progress
- enable all children to recognise and develop their particular skills, aptitudes or talents
- celebrate the many and varied talents of the children in our school
- provide a range of opportunities designed to meet the needs of more able and gifted & talented pupils

## **3 Guiding Principles**

Wherever possible, meeting the needs of more able and gifted & talented pupils is about in-class provision.

The needs of more able or gifted & talented individuals and groups will be met by:

- expecting all pupils to follow a broad and balanced curriculum
- appropriate differentiation of learning within the classroom environment
- planning for extension activities which both extend learning, but also broaden contexts for applying learning
- closing gaps in attainment between subjects
- progress tracking which ensures that more able pupils make good or better progress
- occasional in-class or out of class extension activities, eg student led groups or visits to other provision
- identifying opportunities for specialist support, eg though identifying an appropriate member of staff, liaising with other schools, finding a local club or teacher

Whilst the school is committed to supporting more able and gifted & talented pupils in the best way possible, it should be understood that the school operates with limited resources and therefore collaboration with parents and carers in finding and accessing appropriate provision will be essential.

For gifted & talented pupils in receipt of Free School Meals, the cost of some provision could be met by use of Pupil Premium funding.

## **4 Roles and responsibilities**

### **4.1 Inclusion Manager**

The Inclusion Manager is responsible for:

- Supporting staff in their identification of/provision for more able and gifted & talented children

- Offering resources and training to support working in this area
- Co-ordinating groups and outside agencies working in support of gifted & talented pupils
- Collating and maintaining a register gifted & talented children
- Tracking the progress of more able and gifted & talented pupils, in collaboration with the Learning Manager
- Liaising with other primary schools regarding transfer and best practice
- Liaising with the named Governor for More Able
- Contributing to the school development plan, to ensure planned whole staff training and development, and review of policy and practice

#### **4.2 Governors**

The school has a designated Governor for more able pupils who is responsible for:

- Contributing to school initiatives and working parties in this area
- Monitoring policy and practice, and reporting to the Governing Body

#### **4.3 Subject Leadership Groups**

Subject leadership groups are responsible for ensuring that policies, schemes of work and resources include provision for more able pupils, They are responsible for providing subject-specific support for teachers.

#### **4.4 Class Teachers**

The class teacher is responsible for:

- Providing a suitably differentiated curriculum to allow all children to experience challenge across a range of subjects
- Planning a range of opportunities for these pupils to meet their various needs, and tracking these opportunities over time
- Identifying children who are especially talented in one or more areas and informing the Inclusion Manager (See Appendix 1) so they can be added to the gifted & talented register
- Liaising with parents at the point of identification and reporting on special provision/progress made
- Involving children in target setting and self-assessment procedures which will allow them to take increased responsibility for their learning as appropriate to their age and aptitude

## **5 Identification of more able and gifted & talented pupils**

More able pupils are most likely to be identified through formal and informal curriculum assessment. We aim to recognise ability in a range of areas, not just in academic subjects, so anecdotal evidence from informal observation may be used.

Some indicators may include:

- performance at the end of EYFS, in end of year assessments or in statutory end of key stage assessment processes
- better than average skills in areas such as PE & sport, art, music, drama, languages, interpersonal skills, etc

The needs of these pupils are met through classroom differentiation. There is no expectation that more able children are recorded on a “register”.

Gifted & talented pupils have a significantly higher than expected ability in one or more areas. (See Appendix 2). They may be identified through curriculum assessments, but may also be identified through more informal means: observation, individual pieces of work, discussion. It should be noted that some gifted & talented learners underperform in a formal context. A useful set of identification criteria is given in Appendix 2.

## 6 Guidance for teaching and learning

- Provide a **differentiated curriculum**, offering a range of opportunities for independent learning and open-ended investigation, which allow children to use higher cognitive skills and to access more advanced levels when they are ready
- Ensure **breadth** as well as height – more able and gifted & talented learners should be challenged to apply their learning to a range of contexts (consider the analogy of building a pyramid which needs to be broad at the base in order to support its height)
- Pursue tasks that **extend thinking** (See Appendix 3 – Bloom’s Taxonomy)
- Identify opportunities to **provide small groups** to work with peers who have been identified as sharing talents in the same area (e.g. maths)
- Use varied and **flexible groupings**, sometimes allowing able pupils to work together, sometimes allowing them to take on different roles in mixed-ability groups
- Find students or parents with a particular skill in key areas of learning to run **extension groups** under the teacher’s direction
- Identify **extra-curricular activities** which may provide a means by which children who are talented in, for example, music or sport, can be encouraged to excel - where teachers have identified children who are able in these areas, it may be appropriate to alert parents to the existence of clubs or organisations which may be of interest to their child, as well as offering opportunities for development in school

Don’t:

- Ask gifted & talented children to teach or directly support younger, or less able pupils. This is different to asking children to explain their thinking.
- Allow gifted & talented children to avoid important learning in areas which are not their strengths

## 7 Strategies for Challenging More Able Pupils

There are a wide range of opportunities at Girton Glebe School to develop and challenge more able pupils, both within and outside the curriculum. These include, but are not restricted to:

- Orchestra, productions, performances & presentations
- Project based curriculum
- Enrichment through visits and visitors e.g. Scientists, poets, authors
- Special events e.g. Science week, Maths Challenge, Art week
- Stimulus Students from the university
- Parent-led groups for particular talents
- Differentiated independent work

- Tasks which demand higher order thinking skills
- Real purposes in the curriculum
- Appropriately targeted questioning in lessons
- After-school activities
- Differentiated homework
- Recognition of outside school activities
- Evaluative tasks
- Plan, Do, Review (a framework for open-ended exploration used in KS1)
- Pairs work, swapping classes to discuss ideas (e.g. Art/D.T)
- French (KS2)

## **8 Monitoring**

The school's provision for more able and gifted & talented children will be monitored as part of the self-evaluation process.

## Appendix 1

### Register of Gifted & Talented children

Name:

Year:

Class:

In order to identify gifted & talented children we are looking for pupils who show a capacity for achievement substantially beyond the normal expectations for their age.

Please use the following indicators of high ability. Tick those that you feel apply.

- Has great intellectual curiosity
- Learns easily and readily
- Has a wide range of interests
- Has a broad attention span which allows them to concentrate on and persevere in solving problems and pursuing interests
- Is superior in the quantity and quality of vocabulary as compared with other children of their age
- Has the ability to produce effective work independently
- Exhibits keen powers of observation
- Shows initiative and originality in intellectual work
- Shows alertness and quick response to new ideas
- Is able to memorise quickly
- Has an unusual imagination
- Follows complex directions easily
- Is a rapid reader
- Shows superior powers of reasoning, or dealing with abstractions, of generalising from specific facts, of understanding meanings and of seeing into relationships

## Appendix 1

Other, behavioural indicators may include:

- Exhibits unusually introverted or extroverted behaviours within a group
- Keen sense of humour
- Prefers to work alone
- Perfectionist, dislikes failure
- Prefers company of older children and adults
- Impatient with self and others
- Preference for verbal rather than written expression
- Appears to daydream

Please indicate in which areas you feel this child to be particularly talented

- General high intelligence
- Mathematical ingenuity
- Visual and performing abilities
- Outstanding leadership and social; awareness
- Linguistic creativity

Please describe below what steps you are already taking in order to meet the needs of this child, and specify what support you would find valuable in order to enhance their progress in the future.

## Appendix 2

### Definition

A gifted pupil is one who demonstrates a significantly higher level of ability than most pupils of the same age in one or more curriculum areas or in any of the following:

Physical talent  
Artistic talent  
Mechanical ingenuity  
Leadership  
High intelligence  
Creativity

Eric Ogilvie 1973

It is worth remembering that gifted children can be:

- Good all rounders
- High achievers in one areas
- Of high ability but with low motivation
- Of good verbal ability but poor writing skills
- Very able with short attention span
- Very able with poor social skills
- Keen to disguise their abilities

Deborah Eyre 1993

In addition gifted children may be:

- Physically immature
- Have poor co-ordination
- Have no interest in friendships
- Be bad at organisational skills
- Good at abstract/conceptual thinking
- Have one close friend
- May develop complex rules and play situations
- Have difficulties relating to other children

Valsa Koshi

## Appendix 2

### Bright child

knows the answers  
is interested  
is attentive  
has good ideas  
works hard  
answer the questions  
top group  
listen with interest  
learns with ease  
6-8 repetitions for mastery  
understands ideas  
enjoys peers  
grasps the meaning  
completes assignments  
is receptive  
copies accurately  
enjoys school  
absorbs information  
technician  
good memoriser  
enjoys straightforward sequential presentation  
is alert  
is pleased with our learning

### Gifted learner

asks the questions  
is highly curious  
is mentally and physically involved  
has wild, silly ideas  
plays around, yet tests well  
discusses in detail, elaborates  
beyond the group  
shows strong feelings and opinions  
already knows  
1-2 repetitions for mastery  
constructs abstractions  
prefers adults  
draws inferences  
initiates projects  
is intense  
creates a new design  
enjoys learning  
manipulates information  
inventor  
good guesser  
thrives on complexity  
is keenly observant  
is highly self critical

## **Appendix 2**

### **A Definition of Curriculum Enrichment - David George 1985**

1. It is a broadening and deepening of the learning experience.
2. It provides experiences and activities beyond the regular curriculum.
3. It develops the intellectual gifts and talents of the most able.
4. It stresses qualitative development of thinking skills rather than quantitative accumulation of facts.
5. It emphasises the process of learning rather than the content.
6. It can be horizontal, exploring bodies of knowledge that are not frequently touched on in the core curriculum.
7. It can be vertical, developing the ability to understand basic principles and make generalisations.
8. Generally, these children should do less and learn more. For example, it is generally preferable for a pupil to find three possible solutions to a problem than to solve three problems of a similar nature.

## Appendix 2

### Howard Gardner's Multiple Intelligence Theory Harvard University USA

#### 1. Language

enjoys word play – puns, riddles, tongue twisters etc., advanced vocabulary, articulate, expresses well verbally or in writing, good story teller or poetry writer, asks many questions, talks through problems

#### 2. Logic, Mathematics

able to deal with symbols, abstracts, can create formulae, sees number or geometric patterns, good at problem-solving, uses strategies, has a logical approach, good deductive reasoning

#### 3. Spatial

groups relationships between objects, constructs and designs visual patterns, constructs imaginatively, understands perspective, can take things apart and put them together again (puzzles, mechanical things), organises and groups objects, artistic – use of line, colour, texture, plans use of space on paper, detail in drawings, like to model problems

#### 4. Bodily Kinaesthetic

juggling, acrobatics, ballet, gymnastics, athletes, sports people, strategists in e.g. football

#### 5. Musical

can reproduce a newly heard melody or rhythm, composes rhythms patterns, melodies, sings in key, identifies musical instruments in compositions, plays by ear, sings or hums melodically during independent activities, experiments to create different sounds

#### 6. Interpersonal

relates to other people in a constructive way, participates well in groups, initiates or offers peer tutoring, meets own needs through adults, expresses feelings, shows leadership qualities, chosen by others to join in, shows sense of fairness, strong moral code

#### 7. Intrapersonal

self-motivated, able to self appraise, critical thinker, high degree of self-respect, pursues own identity, articulates views, concerns, ideas, accepts ownership for own behaviour, empathises with others, sense of humour, can laugh at self, sticks to own beliefs, take risks, concentrates, plays creatively, persistent in chosen activities

## Appendix 3

### Critical Thinking Across the Curriculum Project

#### Bloom's Taxonomy and Critical Thinking

*Contributed by Barbara Fowler, Longview Community College.*

Bloom's Taxonomy divides the way people learn into three domains. One of these is the cognitive domain which emphasizes intellectual outcomes. This domain is further divided into categories or levels. The key words used and the type of questions asked may aid in the establishment and encouragement of critical thinking, especially in the higher levels.

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**Level 1: Knowledge** - exhibits previously learned material by recalling facts, terms, basic concepts and answers.

Key words: who, what, why, when, omit, where, which, choose, find, how, define, label, show, spell, list, match, name, relate, tell, recall, select

What is . . . ? How is . . . ?  
Where is . . . ? When did \_\_\_\_\_ happen?  
How did \_\_\_\_\_ happen? How would you explain . . . ?  
Why did . . . ? How would you describe . . . ?  
When did . . . ? Can you recall . . . ?  
How would you show . . . ? Can you select . . . ?  
Who were the main . . . ? Can you list three . . . ?  
Which one . . . ? Who was . . . ?

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**Level 2: Comprehension** - demonstrating understanding of facts and ideas by organizing, comparing, translating, interpreting, giving descriptions and stating main ideas.

Key words: compare, contrast, demonstrate, interpret, explain, extend, illustrate, infer, outline, relate, rephrase, translate, summarize, show, classify

How would you classify the type of . . . ?  
How would you compare . . . ? contrast . . . ?  
Will you state or interpret in your own words . . . ?  
How would you rephrase the meaning . . . ?  
What facts or ideas show . . . ?  
What is the main idea of . . . ?  
Which statements support . . . ?  
Can you explain what is happening . . . what is meant . . . ?  
What can you say about . . . ?  
Which is the best answer . . . ?  
How would you summarize . . . ?

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**Level 3: Application** - solving problems by applying acquired knowledge, facts, techniques and rules in a different way.

Key words: apply, build, choose, construct, develop, interview, make use of, organize, experiment with, plan, select, solve, utilize, model, identify

How would you use . . . ?  
What examples can you find to . . . ?  
How would you solve \_\_\_\_\_ using what you have learned . . . ?  
How would you organize \_\_\_\_\_ to show . . . ?  
How would you show your understanding of . . . ?

## Appendix 3

What approach would you use to . . . ?  
How would you apply what you learned to develop . . . ?  
What other way would you plan to . . . ?  
What would result if . . . ?  
Can you make use of the facts to . . . ?  
What elements would you choose to change . . . ?  
What facts would you select to show . . . ?  
What questions would you ask in an interview with . . . ?

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**Level 4: Analysis** - examining and breaking information into parts by identifying motives or causes; making inferences and finding evidence to support generalizations.

Key words: analyze, categorize, classify, compare, contrast, discover, dissect, divide, examine, inspect, simplify, survey, take part in, test for, distinguish, list, distinction, theme, relationships, function, motive, inference, assumption, conclusion

What are the parts or features of . . . ?  
How is \_\_\_\_\_ related to . . . ?  
Why do you think . . . ?  
What is the theme . . . ?  
What motive is there . . . ?  
Can you list the parts . . . ?  
What inference can you make . . . ?  
What conclusions can you draw . . . ?  
How would you classify . . . ?  
How would you categorize . . . ?  
Can you identify the difference parts . . . ?  
What evidence can you find . . . ?  
What is the relationship between . . . ?  
Can you make a distinction between . . . ?  
What is the function of . . . ?  
What ideas justify . . . ?

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**Level 5: Synthesis** - compiling information together in a different way by combining elements in a new pattern or proposing alternative solutions.

Key Words: build, choose, combine, compile, compose, construct, create, design, develop, estimate, formulate, imagine, invent, make up, originate, plan, predict, propose, solve, solution, suppose, discuss, modify, change, original, improve, adapt, minimize, maximize, delete, theorize, elaborate, test, improve, happen, change

What changes would you make to solve . . . ?  
How would you improve . . . ?  
What would happen if . . . ?  
Can you elaborate on the reason . . . ?  
Can you propose an alternative . . . ?  
Can you invent . . . ?  
How would you adapt \_\_\_\_\_ to create a different . . . ?  
How could you change (modify) the plot (plan) . . . ?  
What could be done to minimize (maximize) . . . ?  
What way would you design . . . ?  
What could be combined to improve (change) . . . ?  
Suppose you could \_\_\_\_\_ what would you do . . . ?  
How would you test . . . ?

## Appendix 3

Can you formulate a theory for . . . ?  
Can you predict the outcome if . . . ?  
How would you estimate the results for . . . ?  
What facts can you compile . . . ?  
Can you construct a model that would change . . . ?  
Can you think of an original way for the . . . ?

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**Level 6: Evaluation** - presenting and defending opinions by making judgments about information, validity of ideas or quality of work based on a set of criteria.

Key Words: award, choose, conclude, criticize, decide, defend, determine, dispute, evaluate, judge, justify, measure, compare, mark, rate, recommend, rule on, select, agree, interpret, explain, appraise, prioritize, opinion, support, importance, criteria, prove, disprove, assess, influence, perceive, value, estimate, influence, deduct

Do you agree with the actions . . . ? with the outcomes . . . ?  
What is your opinion of . . . ?  
How would you prove . . . ? disprove . . . ?  
Can you assess the value or importance of . . . ?  
Would it be better if . . . ?  
Why did they (the character) choose . . . ?  
What would you recommend . . . ?  
How would you rate the . . . ?  
What would you cite to defend the actions . . . ?  
How would you evaluate . . . ?  
How could you determine . . . ?  
What choice would you have made . . . ?  
What would you select . . . ?  
How would you prioritize . . . ?  
What judgment would you make about . . . ?  
Based on what you know, how would you explain . . . ?  
What information would you use to support the view . . . ?  
How would you justify . . . ?  
What data was used to make the conclusion . . . ?  
Why was it better that . . . ?  
How would you prioritize the facts . . . ?  
How would you compare the ideas . . . ? people . . . ?

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Reference: Quick Flip Questions for Critical Thinking, based on Bloom's Taxonomy and developed by Linda G. Barton

Back in Print and available from : <http://www.barbsbooks.com/logic.htm>

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Critical Thinking Across the Curriculum Project

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		← Basic → Complex →					
		Knowledge	Comprehension	Application	Analysis	Synthesis	Evaluation
Simple		Note, observe, measure. Find out about, name, list, state, describe, record, recall.	Explain, interpret main ideas, terms, concepts.	Practice, use, apply, demonstrate what you know, test out.	Examine, analyse for variables, factors at work.	Make up some of your own examples, give your own ideas, use your own words.	Rate ideas, objects, conditions, prioritise.
		Identify	Sequence main events, feelings, ideas, concepts, order.	Select information for particular purposes.	Compare/contrast for similarities, differences, patterns, sequences, underlying principles.	Brainstorm, generate "quantity" of ideas, identify "quality" ideas.	Predict will it work, why? Conclude, define, assess.
		Outline, summarise	Classify, group logically, categorise information, data, concepts.	Plan how to use information/data/ concepts for selected purposes, particular problems, identify goals.	Explain, give evidence, causes, reasons, deduced logically.	Compose, create, produce, imagine, what if? Construct, make	Evaluate evidence, facts, judge - which is best, why? Which tube preferred - why?
		Locate, extract, sort, group, focus	Reorganise information/data for selected purposes/ audiences or for own purposes.	Identify obstacles, restraints, preventing solutions, desired goals.	Breakdown, dissect, subdivide, consider further factors, consequences, outcomes	Modify, elaborate, combine, substitute, reverse, magnify.	Reason, weigh up two sides of an argument, debate
		Use a variety of reference sources.	Draw inferences from information/ material, interpret points of view	Find ways to overcome obstacles or suggest alternatives	Use analytical techniques, tools, e.g. statistics, diagrams etc. Apply in other contexts.	Design, develop, hypothesised, formulate, devise, invent.	Reason, judge, evaluate in order to reach a decision.
	Complex		Select appropriately in independently from a wide range of reference sources, research.	Pose own questions, suggest areas for further research.	Provide solutions to problems, reach goals, apply in other contexts.	Question objectives, outcomes. Raise questions for further investigation.	Make connections, associations, links, compare/classify list attributes