

COGNITA

More Able and Talented Policy

SPAIN

1 Introduction

- 1.1 We believe that all children are entitled to an education that will enable them to develop to their full potential, be that intellectual, physical, aesthetic, creative, emotional, spiritual or social. We are committed to providing a stimulating and suitably challenging curriculum for all its pupils, in the pursuit of the highest academic and pastoral achievements.
- 1.2 All pupils have individual needs, which puts personalised learning at the heart of our teaching and learning programme. More able and talented pupils should be given the opportunity to access an optimal breadth and depth of learning; as such we aim to provide opportunities to develop specific skills and talents.

2 Definitions

More Able & Talented	Based on best practice in Spanish educational psychology, this includes pupils who achieve, or have the ability to achieve, well above average in a range of academic areas, including areas outside the main school curriculum. Additionally, these children must meet creativity criteria and show a more advanced level of conceptual thinking abilities as demonstrated by a psychoeducational evaluation.
Dual Exceptionality	Pupils who are more able or talented but also subject to a barrier of learning, such as Dyslexia, Asperger's Syndrome, or a physical disability. It is worth remembering that able pupils can also be: <ul style="list-style-type: none">• of high ability but of low motivation;• of good verbal ability but have poor writing skills;• very able but with a short attention span;• very able with poor social skills; and/or• keen to disguise their abilities.
	<ul style="list-style-type: none">•

3 Identification of More Able and Talented

- 3.1 The identification of more able and talented pupils is a process which the whole teaching and support staff participate in, as well as parents, carers and the children themselves.
- 3.2 The identification begins when a child joins the school. The school is keen to understand their achievements and interests in particular areas as they join the school. Discussions with parents and carers will enable us to create the best possible picture of the child, and records of awards and achievements in academic, sporting, musical, artistic and any extra-curricular activities will be helpful in this respect.
- 3.3 Both qualitative and quantitative information is used for identification purposes:
- A programme of formative, summative (internal and external) assessment takes place (see the school Assessment Policy). This will include both academic achievement in class as well as baseline assessments, such as the CAT4.
 - Department Heads will have an overview of pupils who demonstrate ability in their subjects as they are informed by their teaching teams. The SEND Department will collate the data and produce include More Able & Talented students on their SEND Register (see SEND policy).

4 Responsibilities

- 4.1 Teachers:
- Identify the pupils who meet the criteria;
 - Use enrichment/extension opportunities appropriately; and
 - Identify and address underachievement.

4.2 Heads of Department:

- Identify the pupils which meet the criteria for MAT with the input of their teaching team;
- Pass these names on to the SENDCo;
- Provide schemes of work that contain enrichment/extension materials for identified pupils;
- Ensure that enrichment/extension materials are being used appropriately by staff; and
- Encourage children to enter local and national events and competitions.

4.3 More Able and Talented Co-ordinator/SENDCO:

- Gather names of identified pupils from all areas of the curriculum;
- Categorise this information in a register, circulated to the Senior Leadership Team and all teaching staff (see the SEND policy);
- Monitor the provision of more able and talented pupils;

5 Coordination and Monitoring

5.1 The More Able and Talented Register for pupils is coordinated by Jessica Sara Puritz Torkelsen, the school SENDCo. The register is reviewed on an annual basis, in association with pupil progress, departmental and/or staff meetings.

5.2 Talents and abilities emerge at different times due to developmental issues, and as new opportunities arise, therefore, inclusion in the cohort is not permanent. If it is perceived by parties that inclusion is no longer beneficial, pupils may be moved off, either temporarily or permanently. Such changes to the register will be discussed in parallel with the pupil and parents.

5.3 We recognise that some pupils who are more able and talented do not always show their ability. This may arise from learning difficulties such as dyslexia, or personal circumstances. The school aims to work with support programmes and parents to ensure a consistent achievement at the appropriate level for each child.

6 Strategies for Teaching

6.1 We offer opportunities for more able and talented pupils to thrive through:

- An enriched, stimulating and relevant curriculum;
- Regular reinforcement of high expectations, e.g., with extension work;
- Opportunities for pupils to work outside their usual working environment, where possible (e.g., regional enrichment events or workshops);
- Independent and collaborative learning activities;
- The focus on thinking and study skills, including metacognition;
- Pupils self-assessing and evaluating their own work; and
- Encouraging risk-taking and the experience of setbacks to develop resilience.

7 Extension, Acceleration and Enrichment

7.1 Opportunities to broaden pupils' learning experiences may include:

- Differentiation, where pupils may be grouped according to ability, and differentiated work is built into schemes of work and lesson plans to provide activities requiring extended higher order thinking skills;
- Working on subject matter which would typically be for older pupils to access broader knowledge and develop more sophisticated thinking and reasoning skills. This may be through giving pupils work which would usually be given to older pupils or adding depth to the topic normally being covered at that stage.

More Able and Talented Policy

- Enabling a pupil to study aspects of a topic that there would not normally be time to study, or adding extra subjects or specialised calendar events to the curriculum or extra-curricular activities programme; and
- Partnership with other schools or external organisations, for example workshop events, specialised holiday camps, and local, regional and national schemes/competitions.

8 Success Criteria

8.1 The success of this policy is measured by qualitative and quantitative evidence of an individual pupil's progress and the development of the SEND Register as a whole. This includes:

- Improved attainment in the areas in which they are more able or talented;
- Increasing active involvement by pupils in assessment of their own progress and target setting;
- Increasing higher level questions being asked by pupils;
- Increasing levels of independent learning, including risk taking in learning; and
- Increasing confidence and improving attitudes to learning.

Ownership and consultation	
Document sponsor	Group Chief Education Officer
Document author	Director of Education
Consultation & Specialist Advice	
Document application and publication	
England	No
Wales	No
Spain	Yes
Switzerland	No
Italy	No
Version control	
Current Review Date	September 2024
Next Review Date	September 2025
Related documentation	
Related documentation	Assessment Policy Curriculum Policy EAL Policy SEND Policy Teaching and Learning Policy