



King Fahad
Academy

THE KING FAHAD ACADEMY

**MORE ABLE
AND
TALENTED POLICY**

Review Date: September 2021
Next Review: September 2022
Reviewed by: Deputy Heads
Approved by: Director General

More Able and Talented Policy

Rationale

In a school, there are pupils who require greater support in learning than is provided for the majority of pupils. These pupils include those who are more able across the academic curriculum and are capable of achieving above the expected level. Talented pupils include those who show ability or are particularly talented in one or more specific areas, such as music, drama, art or sport.

More able and talented pupils must be challenged with an exciting and rigorous curriculum; which will enable them to develop their skills according to their abilities, in order to reach their full potential.

Aims

At The King Fahad Academy, we believe it is essential that each and every pupil is stretched and motivated to succeed to the best of their ability. The focus of this document is to help identify those pupils who demonstrate in their learning and performance an excellent ability in one or more areas. It also seeks to provide learning opportunities which challenge and stimulate their thinking and ensure they make appropriate progress.

Definition of More Able and Talented Pupils

More able pupils have outstanding/exceptional abilities in one or more academic subjects: Mathematics, English, Arabic, Science, History, Geography, etc. with their achievement and progress level consistently above the cohort. This has to be proved by a placement/baseline test and progress made over at least a term.

Talented pupils have exceptional abilities in one or more practical skills, like Music, Arts, Design, Sports, etc. with consistency.

Identification

The following can be used to identify the more able and talented pupils:

- Baseline/placement tests
- Teacher observation and evaluation
- National Curriculum (SAT's) results
- Information passed from his/her previous teacher/school for new arrivals
- Pupils' work
- Pupils' performance

Roles and Responsibilities

The teacher in the classroom is at the heart of our academy's provision for more able pupils and for those with talented attributes. It is the class teacher's enthusiasm, skills and the quality of the relationships they engender within the class that will largely determine whether such pupils are able to make the progress of which they are capable.

Responsibilities of all Teaching Staff (Class Teachers/Subject Teachers)

- To ensure their lessons are challenging and stimulating
- To be aware of the progress being made by all of their learners including the more able and talented pupils
- To have an awareness of the needs of more able and talented learners they teach
- Draw the curriculum from the pupils' interests and educational needs
- Provide environments that are stimulating, and address cognitive, physical, emotional, and social needs of more able pupils in the curriculum.
- Allow for more able pupils to move quickly through the required curriculum content and onto more advanced material
- Differentiate the curriculum in order to address differences in the rate, depth, and pace of learning
- Set individual targets. Help guide pupils in creating their own target and set targets that are SMART
- Consider team teaching, collaboration, and consultation with other teachers. Use the knowledge, skills, and support of other educators or professionals in the academy
- If a pupil shows exceptional ability, exceeding their year group, with consistency in one or more academic subjects like Mathematics, Science, History, Geography, etc., then this pupil can be referred to the relevant Coordinator or Head of Department (HoD)
- If a pupil shows exceptional talents, with consistency in one or more practical skills, like Music, Arts, Design, Sports, etc. then this pupil can be referred to the HoD
- Teachers should complete the referral form for any more able and talented pupil identified and discuss it with their Coordinator or HoD; after review the Coordinator or HoD will forward the referral to the relevant Deputy Head (Referral form is attached to this policy)

Responsibilities of the Head of Departments and Subject Coordinators:

- Plan a curriculum that is rigorous, challenging and stimulating
- To ensure that these pupils experience high-quality challenges and support by their teachers
- To support the teachers in the referral process for the more able and talented before submitting it to the relevant Deputy Head
- Provide opportunities for more able and talented pupils to interact with other more able and talented pupils across year group levels and schools through competitions or collaborative projects

- Encourage more able and talented pupils to participate in extracurricular activities that involve their abilities and skills
- Coordinator or HoD to review the referral form before forwarding the referral to the relevant Deputy Head (Referral form is attached to this policy)

Responsibilities of the Deputy Heads:

- Ensure the more able register is up to date
- Ensure that all provisions for the more able and talented are in place
- To follow up with teachers and the Coordinators or HoDs in identifying the more able and talented learners
- To support the teachers and HoDs in the referral process for the more able and talented
- To have the overall responsibility for the quality of educational provision for all pupils in the academy including those with more able and talented attributes

Responsibilities of the Head Teachers:

- To follow up the overall provision and arrangements of all learners including the more able and talented

As a parent, what can I do to support my child?

There are many practical steps that you can take to support and nurture your child, for example by encouraging him/her to:

- Utilize the local library and the internet as learning and research resources
- Visit museums, science centres, nature reserves and art galleries
- Watch educational and current affairs programmes such as the news, wildlife/nature programmes and documentaries, and discuss them
- Read a quality national newspaper
- Discuss and debate topics, such as politics, the environment and the media
- Discuss homework and schoolwork
- Take part in extracurricular activities
- Take an active part in family decision-making
- Read for pleasure, including demanding/challenging books
- Take regular physical exercise



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MORE ABLE & TALENTED REFERRAL FORM (MAT)

Please complete the MA&T referral form and attach evidence of the pupil's work. Please send a soft copy to the Deputy Head, who will then review and determine whether the pupil should be included on the MA&T list.

Teacher's name:

Subject:

Pupil's Name:

Year Group:

DOB:

Is referred for possible identification as more able and talented in the following area(s):

Areas	Reason
<input type="checkbox"/> Specific Academic Ability <input type="checkbox"/> Mathematic <input type="checkbox"/> Science <input type="checkbox"/> Language <input type="checkbox"/> Social Studies <input type="checkbox"/> Others (please specify)	
<input type="checkbox"/> Creative Thinking Ability	

<input type="checkbox"/> Visual or Performing Arts Ability <ul style="list-style-type: none"> <input type="checkbox"/> Drawing, <input type="checkbox"/> Painting, <input type="checkbox"/> Sculpting, <input type="checkbox"/> Drama <input type="checkbox"/> Others (please specify) 	
<input type="checkbox"/> Sports/Physical Activities	
<input type="checkbox"/> Evidence collected: Sample of work (if applicable); please specify and attach:	

CHARACTERISTICS CHECKLIST

Many gifted children display some similar behavioral characteristics. Please mark a ✓ for those you have observed in the child.

Characteristic	✓	Characteristic	✓	Characteristic	✓
Ability to read early		Wide range of interests		Keen sense of humor	
Large Vocabulary		Highly developed curiosity		Adventurous—a risk taker	
Ability to learn basic skills quickly with little practice		Shows interest in world problems		Highly imaginative	
Ability to retain a great deal of information		Enjoys learning new things and new ways of doing things		Not interested in details	
Easily bored with routine tasks		Interested in experimenting and doing things differently		Emotionally sensitive	
Others (please specify)					

Details of any discussion held with parents/carers about their son/daughter:

Name of Person Initiating Referral

Signature

Date