



More / Most Able Pupils Policy (2022)



RATIONALE

Millersneuk Primary School Vision: All pupils are supported to reach their full potential.

In Millersneuk Primary school we are committed to working for quality, equality and equity of opportunity for all our children. We recognise that children are individuals with unique personalities, skills and abilities. We provide teaching which makes learning challenging, engaging and investigative to achieve greater breadth and depth of understanding and enables children to reach their full potential.

We also recognise that within our school there are a number of children whose performance or potential is significantly greater than that of their peers. Therefore, we have the responsibility to meet the needs of these children and this policy outlines the identification procedures and provision made. It is accompanied by guidance for staff on strategies to meet the needs of the **More or Most Able Pupils**.

AIMS

The aims of our school are:

- ✓ To identify the more/most able children and recognise that these children have particular needs that must be met.
- ✓ To skilfully challenge identified children to reach their full potential by providing them with suitably differentiated and challenging learning & teaching
- ✓ To provide opportunities for these children to be independent and creative in their learning
- ✓ To recognise the range of talents of pupils
- ✓ To celebrate high achievement
- ✓ To work in partnership with parents and relevant agencies

DEFINITION

'**More able**' pupils are those who have ability or abilities beyond the large majority of children in the school and who consequently require more challenging learning. Within this will be a smaller number of children, '**most able**' pupils (**sometimes referred to as 'gifted pupils'**), who show exceptional abilities in one or more areas. Their potential will be shown in any or all of a wide range of contexts, such as different learning styles, creativity or leadership. **However we recognise that the names we give to these pupils are not as important as the provision we make for them.**

(Appendix 1 - Definitions / Descriptions / Models of Ability)

IDENTIFICATION

Children who demonstrate these described levels of performance or potential may be identified using a range of methods:

- ✓ Teacher assessment/observations
- ✓ Teacher identification using an awareness raising checklist of characteristics (see appendices)
- ✓ Assessment results (periodic/standardised)
- ✓ Possession of one or more of the higher order characteristics (such as critical thinking and problem solving)
- ✓ Information from parents
- ✓ Information from previous teacher/school or another professional e.g. sports coach, peripatetic music teacher

Those children identified will be highlighted at Learning & Teaching Meetings to agree appropriate differentiation and challenge. Pupils will also be identified on Tracking & Monitoring documents.

(Appendix 2 - Common Characteristics of Effective Learning & Teaching Experiences for More/Most Able Pupils)

(Appendix 3 – General Checklist)

(Appendix 4 – Subject Specific Checklists)

PROVISION

In the Classroom

At Millersneuk Primary School, every child has access to high quality learning & teaching through which **differentiation** (matching teaching and learning to the relevant needs and abilities of pupils) will ensure that all pupils have access to a relevant and appropriate curriculum. This may take the form of **extension** (providing challenges which go more *deeply* into a topic) or **enrichment** (providing other activities which run alongside the normal curriculum and go more *broadly* into specific areas of study). Teachers use a range of flexible learning and teaching strategies to keep the more/most able children interested and provide them with **challenge**, such as higher order thinking skills, questioning, problem solving and independent learning. This is supported by group/individual **target setting** and appropriate grouping arrangements. We aim to create an ethos where pupils feel good about achieving excellence and both achievement and effort are celebrated. Pupils are encouraged to become independent leaders of their own learning and given opportunities to apply their knowledge and understanding in more in-depth, complex, cross-curricular and multi-modal methods.

Outside the Classroom

We aim to provide activities that will enrich and extend the experiences of our more/most able pupils. We take part in the **SNAP (Scottish Network for Able Pupils)** Programme that hosts a wide range of exciting and challenging activities to inspire and develop the skills of our more/most able pupils. We also provide a varied programme of specialist teachers, after school clubs, visiting experts and curriculum events.

More/Most able pupils are entitled to a curriculum and a style of teaching which allows them to continue, and indeed accelerate, their area of strength. This is underpinned by the following key principles:

- ✓ **Rigour and depth in subject matter** – More/most Able learners should have the opportunity to access a wider curriculum to a greater depth and have the chance to explore it for themselves,
- ✓ **Open-endedness** – closed questions and tasks kill the level of challenge. More/most able learners should be given the tasks that do not have a clear limit or predetermined outcome. This can apply to homework too,
- ✓ **Problem-solving** – More/most able learners are often excited and enthused by problem solving, working out things for themselves rather than being told them,
- ✓ **Creativity** – allow children the chance to choose (and justify this choice) how they respond to a task or to have tasks that demand a high degree of creativity,
- ✓ **Celebrating intellectual curiosity** – Classrooms should all celebrate more/most able pupils and teachers should not be shy in acknowledging, nurturing and celebrating excellence,
- ✓ **Co-construction and independence** – More/most able learners should have the opportunity to shape and review their own learning and be given the responsibility to be **leaders of their own learning**.

It is believed that all pupils will in fact benefit from adherence to these principles and that over time more pupils will have the opportunity to be considered to be more/most able as a consequence.

(Appendix 5 - Provision Map for More/Most Able Pupils)

(Appendix 6 – Practical Ideas)

TRANSFER & TRANSITION

Effective recording and communication systems between each year group, across and within Key Stages, will ensure that as far as possible teachers are aware (at the start of each year) of:

- ✓ Attainment and progress
- ✓ Potential and interests of all learners
- ✓ Skills that have been mastered
- ✓ Those identified as more able
- ✓ Preferred learning styles

MONITORING

The more/most able provision will be monitored using the following methods:

- ✓ All teachers are involved in identifying more/most able children
- ✓ All teachers will assess the progress of pupils through normal classroom practice and the on-going, periodic and standardised suite of assessment used in the school
- ✓ A robust system of tracking & monitoring of more/most able pupils is done by the SMT/Inclusion Champion/Education Support Teacher to ensure that the whole school curriculum meets the needs of the identified pupils
- ✓ The HT/DHT in partnership with the class teacher will analyse and collate the results of standardised assessments, which provide valuable information for future planning
- ✓ A robust system of Quality Assurance, including classroom observations and the monitoring of pupil work, will ensure the correct provision for the more/most able pupils in our school
- ✓ SMT/Inclusion Champion/Education Support Teacher will identify areas for development and intervene accordingly

ROLES & RESPONSIBILITIES

Class Teachers are ultimately responsible for the progress and attainment of all their pupils. Class Teachers will:

- ✓ take steps to identify the more/most able pupils using the methods identified in this policy
- ✓ assess the progress of the more/most able pupils through normal classroom and whole school assessment cycles
- ✓ plan and implement appropriate provision
- ✓ record strategies used in Learning & Teaching Meeting, medium and short term planning
- ✓ deploy CAs effectively and ensure they are familiar with the strategies and techniques that they may use when working with the more/most able
- ✓ review provision regularly

The SMT/Inclusion Champion/Education Support Teacher will:

- ✓ ensure all staff involved with identified children know of their particular needs
- ✓ update colleagues on best practice or new initiatives as they arise and to meet staff CLPL needs
- ✓ monitor the progress made by the children
- ✓ ensure that provision for the more/most able is reflected in scrutiny and moderation activity, pupil voice, lesson observations, pupil work sampling and Learning & Teaching Meetings.

WORKING IN PARTNERSHIP WITH PARENTS

The school actively promotes a culture of a school-parent partnership in order to enable each child to reach their full potential. Parents are warmly welcomed to speak to their child's Class Teacher, the Inclusion Champion/Education Support Teacher or SMT throughout the school year to discuss any matter.

This policy should be read in conjunction with the:

- ✓ Inclusion Policy
- ✓ Supporting Pupils Policy
- ✓ Curriculum Subject Policies
- ✓ Assessment Policy
- ✓ AiFL Policy
- ✓ Blooms Taxonomy Policy

(Appendix 6 – Useful resources & websites)

Appendix 1

Definitions / Descriptions / Models of Ability (SNAP)

<p>Gifted and talented children are those identified by professionally qualified persons as children who, by virtue of outstanding abilities, are capable of high performance. They require differentiated educational programmes, and services beyond those normally provided by the regular school programme, if they are to realise their contribution to self and society.</p>
<p>Exceptionally highly able pupils are those who may demonstrate outstanding potential in one or more areas, and whose functioning may be so far in advance of their peer group that a school provides additional learning experiences that develop, enhance and extend their identified abilities.</p>
<p>An exceptional pupil is one who is outstanding in either potential or achievement in one or more spheres of activity which can be regarded as beneficial to the pupil and to society.</p>
<p>Children capable of high performance include those who have demonstrated achievement and/or potential ability in any of the following areas:</p> <ul style="list-style-type: none"> ✓ general intellectual aptitude ✓ specific academic aptitude ✓ leadership ability ✓ creative or productive thinking
<p>Multiple Intelligences:</p> <ul style="list-style-type: none"> ✓ linguistic: a facility with language, patterning and systems; ✓ mathematical and logical: likes precision and enjoys abstract and structured thinking, ✓ visual and spatial: thinks in pictures and mental images, good with maps, charts and diagrams, uses movement to assist learning; ✓ musical: sensitive to mood and emotion, enjoys rhythm, understands complex organisations of music; ✓ interpersonal: relates well to others, mediator, good communicator; ✓ intrapersonal: self-motivated, high degree of self-knowledge, strong sense of values; ✓ kinaesthetic: good timing, skilled at handicrafts, likes to act and touch, good control of objects. ✓ naturalistic: the ability to see patterns and connections in the living world and the environment
<p>Giftedness can come in several varieties. Some gifted individuals may be particularly adept at applying the components of intelligence, but only to situations which are academic in nature. They may thus be 'test smart' but little more. Other gifted individuals may be particularly adept at dealing with novelty, but in a synthetic rather than an analytical sense... other gifted individuals may be 'street smart' in external contexts, but at a loss in academic contexts. Thus, giftedness can be plural rather than singular in nature.</p>
<p>The 'gifted'. The term 'gifted', refers to children who are exceptionally able intellectually. This means those youngsters who:</p> <p>score an IQ of 130 or above on the Wechsler Intelligence Scale for Children, or the Scale for Adults, or a correspondingly high level on another well-recognised intelligence test</p> <p>obtain a standardised score of 130 or above on an English or mathematics attainment test such as produced by the National Foundation of Educational Research (NFER)</p> <p>are the winners or runners up in national or regional competitions in essay writing, mathematics, engineering or some other branch of technology, or design</p>
<p>The ability to comprehend, absorb and manipulate knowledge in both the synthetic and analytic modes, though this intelligence does not have to be 'evident in a purely academic form'.</p>

Appendix 2

Common Characteristics of Effective Learning & Teaching Experiences for More/Most Able Pupils

- ✓ An agreed whole-school definition and shared understanding of the term '**more and most able pupils**'
- ✓ A consistent whole-school philosophy for meeting the needs of more/most able pupils that is well understood by all staff
- ✓ Broad and varied learning opportunities for more/most able pupils to develop to a very high level in academic, sporting, creative and technological skills
- ✓ Stimulating and challenging learning experiences that promote pupils' independence, problem-solving, decision-making, thinking and collaboration effectively and also develop pupils' literacy, numeracy or ICT skills to a high level
- ✓ Flexible use of groupings and tasks that enable more/most able pupils to deepen their knowledge and consolidate and extend their skills at an appropriate level
- ✓ High expectations of pupils' achievement and use of a range of creative strategies to challenge and extend pupils' learning
- ✓ High quality questioning, which probes and challenges pupils' thinking
- ✓ Very strong subject knowledge and teaching expertise, for example an understanding of effective pedagogy for more able or talented pupils in a particular subject or area of learning
- ✓ Enrichment activities and the use of subject experts to enhance teaching and learning, where appropriate
- ✓ Exemplary use of assessment to inform teachers' planning so that it meets the needs of individual pupils
- ✓ High-quality feedback to pupils that helps to nurture their reflective and evaluative skills

Appendix 3

General Checklist (SNAP)

The following characteristics (adapted from the 1998 Ofsted review of research by Joan Freeman) are not necessarily proof of high ability but the presence of some of these behaviours may alert teachers to the need to enquire further into a pupil's learning patterns and abilities.

He or she may:

- ✓ Be a good reader
- ✓ Be very articulate or verbally fluent for their age
- ✓ Give quick verbal responses (which can appear cheeky)
- ✓ Have a wide general knowledge
- ✓ Learn quickly
- ✓ Be interested in topics which one might associate with an older child or adult
- ✓ Communicate better with adults than peers
- ✓ Have a range of interests, some of which may border on obsessions
- ✓ Show unusual and original responses to problem-solving activities
- ✓ Prefer verbal to written activities
- ✓ Be logical
- ✓ Be self-taught in their own interest areas
- ✓ Have an ability to work things out in their head very quickly
- ✓ Have a good memory that they can access easily
- ✓ Be artistic
- ✓ Be musical
- ✓ Excel at sport
- ✓ Have strong views and opinions
- ✓ Have a lively and original imagination/sense of humour
- ✓ Be sensitive and aware
- ✓ Focus on their own interests rather than on what is being taught
- ✓ Be socially adept
- ✓ Appear arrogant or socially inept
- ✓ Be easily bored by what they perceive as routine tasks
- ✓ Show a strong sense of leadership
- ✓ Not necessarily be well-behaved or well liked by others

Appendix 4 Subject Specific Checklists

Literacy	Numeracy & Mathematics
<p>Pupils who are highly able in English are likely to show some or all of the following characteristics:</p> <p>Creative flair</p> <ul style="list-style-type: none"> ✓ writing or talking in imaginative and coherent ways ✓ elaborating on and organising content to an extent that is exceptional for their age <p>Stamina and perseverance</p> <ul style="list-style-type: none"> ✓ using any suitable opportunities to produce work that is substantial and obviously the product of sustained, well-directed effort <p>Communicative skills</p> <ul style="list-style-type: none"> ✓ involving and keeping the attention of an audience by exploiting the dramatic or humorous potential of ideas or situations in imaginative ways ✓ taking a guiding role in helping a group to achieve its shared goals, while showing sensitivity to the participation of others ✓ writing with a flair for metaphorical or poetic expression ✓ grasping the essence of particular styles and adapting them to their own purposes ✓ expressing ideas succinctly and elegantly, in ways that reflect an appreciation of the knowledge and interests of specific audiences ✓ using ICT to research ideas and create new text <p>Ability to take on demanding tasks</p> <ul style="list-style-type: none"> ✓ researching, comparing and synthesising information from a range of different sources, including ICT ✓ engaging seriously and creatively with moral and social themes expressed in literature <p>Arguing and reasoning</p> <ul style="list-style-type: none"> ✓ creating and sustaining accounts and reasoned arguments at a relatively abstract or hypothetical level, in both spoken and written language ✓ grasping the essence of any content and reorganising it in ways that are logical and offer new syntheses or insights ✓ justifying opinions convincingly, using questions and other forms of enquiry to elicit information and taking up or challenging others' points of view <p>Awareness of language</p> <ul style="list-style-type: none"> ✓ understanding the nature of language and showing a special awareness of features such as rhyme, intonation or accent in spoken language, and the grammatical organisation of written texts ✓ showing an interest and enthusiasm for language study, including an awareness of the relationship between the sounds and words of different languages that are not apparent to most of their peers. <p>Some pupils who are highly able in English may generally perform at levels of literacy that are notably advanced for their age group. Other pupils may have unusual abilities in specific areas -- such as poetry, drama, or their understanding of the nature and structure of language - while being unexceptional in the rest of their English work. In these cases, it may be hard to relate pupils' ability to level descriptions. It is vital to have a whole-school perspective in order to recognise how high ability in English is revealed through other subjects. In other words literacy across learning which is one of the responsibilities of all outlined in CFE.</p>	<p>Pupils demonstrate high ability in mathematics in a range of ways and at varying points in their development. Pupils who are highly able in mathematics are likely to:</p> <ul style="list-style-type: none"> ✓ learn and understand mathematical ideas quickly; ✓ work systematically and accurately; ✓ be more analytical; ✓ think logically and see mathematical relationships; ✓ make connections between the concepts they have learned; ✓ identify patterns easily; ✓ apply their knowledge to new or unfamiliar contexts; ✓ communicate their reasoning and justify their methods; ✓ ask questions that show clear understanding of, and curiosity about mathematics; ✓ take a creative approach to solving mathematical problems; ✓ sustain their concentration throughout longer tasks and persist in seeking solutions; ✓ be more adept at posing their own questions and pursuing lines of enquiry. <p>Some pupils who are highly able in mathematics perform at levels that are unusually advanced for their age. Other pupils with exceptional mathematical potential may not demonstrate it in this way. For example, pupils may have high levels of mathematical reasoning but be unable to communicate their ideas well orally or in writing. Sometimes highly able pupils reject obvious methods and answers as too easy, and opt for something more obscure. In these cases, formal testing alone is insufficient as a basis for identification. It is often helpful for teachers to provide enrichment and extension activities and to observe pupil responses to challenging activities.</p>

Science	Design & Technology	ICT
<p>Pupils who are highly able in science are likely to:</p> <ul style="list-style-type: none"> ✓ be imaginative ✓ read widely, particularly science or science fiction ✓ have scientific hobbies and/or be members of scientific clubs and societies ✓ be extremely interested in finding out more about themselves and things around them ✓ enjoy researching obscure facts and applying scientific theories, ideas and models when explaining a range of phenomena ✓ be able to sustain their interest and go beyond an obvious answer to underlying mechanisms and greater depth ✓ be inquisitive about how things work and why things happen (they may be dissatisfied with simplified explanations and insufficient detail) ✓ ask many questions, suggesting that they are willing to hypothesise and speculate ✓ use different strategies for finding things out (practical and intellectual) -- they may be able to miss out steps when reasoning the answers to problems ✓ think logically, providing plausible explanations for phenomena (they may be methodical in their thinking, but not in their recording) ✓ put forward objective arguments, using combinations of evidence and creative ideas, and question other people's conclusions (including their teacher's!) ✓ decide quickly how to investigate fairly and manipulate variables ✓ consider alternative suggestions and strategies for investigations ✓ analyse data or observations and spot patterns easily ✓ strive for maximum accuracy in measurements of all sorts, and take pleasure, for example, from reading gauges as accurately as possible (sometimes beyond the accuracy of the instrument) ✓ make connections quickly between facts and concepts they have learned, using more extensive vocabulary than their peers ✓ think abstractly at an earlier age than usual and understand models and use modelling to explain ideas and observations. Pupils may be willing to apply abstract ideas in new situations; pupils may be able to use higher-order mathematical skills such as proportionality, ratio and equilibrium with some complex abstract ideas when offering explanations ✓ understand the concepts of reliability and validity when drawing conclusions from evidence ✓ be easily bored by over-repetition of basic ideas ✓ enjoy challenges and problem solving, while often being self-critical ✓ enjoy talking to the teacher about new information or ideas ✓ be self-motivated, willingly putting in extra time -- (but they may approach undemanding work casually and carelessly) ✓ show intense interest in one particular area of science (such as astrophysics), to the exclusion of other topics. 	<p>Pupils who are highly able in design and technology are likely to:</p> <ul style="list-style-type: none"> ✓ demonstrate high levels of technological understanding and application ✓ display high-quality making and precise practical skills ✓ have flashes of inspiration and highly original or innovative ideas ✓ demonstrate different ways of working or different approaches to issues ✓ be sensitive to aesthetic, social and cultural issues when designing and evaluating ✓ be capable of rigorous analysis and interpretation of products ✓ get frustrated when a teacher demands that they follow a rigid design-and-make process ✓ work comfortably in contexts beyond their own experience and empathise with users' and clients' needs and wants. <p>Teachers may identify pupils who are highly able in design and technology by:</p> <ul style="list-style-type: none"> ✓ performance at an unusually advanced level for their age group ✓ the outcomes of specific tasks ✓ evidence of particular aptitudes ✓ the way pupils respond to questions ✓ the questions that pupils ask themselves. <p>It is important for teachers to allow time for personal interaction with pupils. By observing the techniques and strategies that pupils use to tackle problems, teachers may pick up on abilities that do not come to light through more formal assessment procedures. It is important to acknowledge that these pupils may wish to hide the extent of their abilities.</p> <p>The pupils who are highly able in design and technology may be a very different group from those with abilities in other subjects. The breadth of designing and making means that some of them will have abilities in a specific area -- for example working with food, using computer-assisted design (CAD) or high-quality making -- but not in others.</p>	<p>Pupils who are highly able in ICT are likely to:</p> <ul style="list-style-type: none"> ✓ demonstrate ICT capability significantly above that expected for their age ✓ learn and apply new ICT techniques quickly for example, pupils use shortcut keys for routine tasks effectively and appropriately; they quickly apply techniques for integrating applications such as mail merge and databases ✓ use initiative to exploit the potential of more advanced features of ICT tool example, pupils investigate the HTML source code of a website and apply features such as counters or frames to their own web designs ✓ transfer and apply ICT skills and techniques confidently in new contexts for example, having learned about spreadsheet modelling in a mathematical context, they recognise the potential of applying a similar model in a science investigation ✓ explore independently beyond the given breadth of an ICT topic for example, they decide independently to validate information they have found from a website; having learned control procedures for a simple traffic light model, they extend their procedure to include control of a pedestrian crossing ✓ initiate ideas and solve problems, use ICT effectively and creatively, develop systems that meet personal needs and interests for example, they create an interactive fan club website that sends out a monthly newsletter to electronic subscribers (either working on their own, or collaboratively with peers) <p>When identifying pupils who are highly able in ICT, it is important to remember that they may not be highly able in all aspects of the subject. For example, some pupils may be able to use high-level programming skills to solve control problems skills to solve control problems, but may not be as good at constructing and investigating databases.</p>

Social Studies (History)	Modern Languages (Geography)	Modern Languages / RME
<p>Pupils who are highly able in history are likely to show some or all of the following characteristics.</p> <p>Literacy - They may:</p> <ul style="list-style-type: none"> ✓ perform at levels of literacy that are advanced for their age; ✓ show particular skill at inference and deduction when reading texts; ✓ synthesise information to present a cogent summary; ✓ use subject-specific vocabulary confidently; ✓ follow and contribute effectively to a line of argument in discussion by making relevant contributions and substantiating points with evidence; ✓ access complex source materials with growing independence. <p>Historical knowledge - They may:</p> <ul style="list-style-type: none"> ✓ have an extensive general knowledge, including a significant amount of historical knowledge; ✓ develop with ease a chronological framework within which to place existing and new knowledge; ✓ demonstrate a strong sense of period as a result of study. <p>Historical understanding - They may:</p> <ul style="list-style-type: none"> ✓ grasp quickly the role of criteria in formulating and articulating a historical explanation or argument; ✓ understand and apply historical concepts to their study of history; ✓ be able to draw generalisations and conclusions from a range of sources of evidence; ✓ seek to identify patterns and processes in what they study, while being aware of the provisional nature of knowledge; ✓ appreciate that answers arrived at depend largely on the questions asked; ✓ recognise how other disciplines can contribute to the study of history and draw readily on what they learn in other subjects to enhance their historical understanding. <p>Enquiry - They may:</p> <ul style="list-style-type: none"> ✓ be able to establish and follow a line of enquiry, identifying and using relevant information; ✓ be good at reasoning and problem solving; ✓ think flexibly, creatively and imaginatively; ✓ show discrimination when selecting facts and evaluating historical evidence; ✓ manipulate historical evidence and information well; ✓ appreciate the nature of historical enquiry; ✓ question subject matter in a challenging way; ✓ be intrigued by the similarities and differences between different people's experiences, times and places and other features of the past; ✓ thrive on controversy, mystery and problems of evidence; ✓ show resourcefulness and determination when pursuing a line of enquiry. 	<p>Pupils who are highly able in geography are likely to:</p> <ul style="list-style-type: none"> ✓ understand concepts clearly so that they can apply this understanding to new situations in order to make interpretations, develop hypotheses, reach conclusions and explore solutions They understand geographical ideas and theories, and apply them to real situations; ✓ communicate effectively using both the written and spoken word. They communicate knowledge, ideas and understanding in ways that are appropriate to the task and audience (for example, writing formal letters and reports, producing brochures representing particular groups). They learn subject-specific vocabulary, use it accurately and are able to define words; ✓ reason, argue and think logically, showing an ability to manipulate abstract symbols and recognise patterns and sequences They use and apply mathematical principles (such as area, shape, spatial distribution) and formulae (such as Spearman's rank correlation coefficient) to solve geographical tasks and problems. They identify their own geographical questions and establish sequences of investigation. They understand, and are able to explain, complex processes and interrelationships (for example, within and between physical and human environments); ✓ enjoy using graphs, charts, maps, diagrams and other visual methods to present information They transform relief shown by contour lines into three-dimensional models in their minds. They are competent and confident in using the wide range of visual resources required in geography – aerial photographs, satellite images, maps of different types and scales, GIS systems and so on; ✓ be confident and contribute effectively when taking part in less formal teaching situations They take part readily in role-play situations or simulations and enjoy contributing to outdoor fieldwork; ✓ relate well to other people, showing an ability to lead, manage and influence others, appreciating and understanding others' views, attitudes and feelings. They are willing to share their knowledge and understanding, and steer discussion; ✓ have a more highly developed value system than most pupils of their age They have well-considered opinions on issues such as the environment and the inequalities of life in different places; ✓ have a wide-ranging general knowledge about the world They have good knowledge of where places are in the world and of topical issues; ✓ be able to transfer knowledge from one subject to another They transfer their knowledge of physics, for example, to understanding climate. Or they transfer knowledge of the industrial revolution from history to help explain the location of industry in the UK; ✓ be creative and original in their thinking, frequently going beyond the obvious solution to a problem. For example, if faced with the problem of storm pipes being unable to cope with sudden storm surges in an area, they might suggest taking measures like afforestation to reduce storm surges, rather than proposing technical improvements to the pipe system. If faced with the problem of congested roads, they might suggest taxing cars more heavily, improving public transport or changing land use patterns, rather than building bigger roads. 	<p>Pupils who are highly able in modern foreign languages are likely to:</p> <ul style="list-style-type: none"> ✓ have a strong desire to put language together by themselves. They apply principles from what they have learned to new situations, transforming phrases and using them in a different context, often with humour ✓ show creativity and imagination when using language. They often extend the boundaries of their knowledge and work beyond what they have learned, not wishing simply to respond and imitate, but to initiate exchanges and to create new language ✓ have a natural feel for languages. They are willing to take risks and see what works, knowing instinctively what sounds right and what looks right; they are acutely and swiftly aware of the relationship between sound and spelling ✓ pick up new language and structures quickly. They may have excellent aural and oral skills and may be able to cope with rapid streams of sound and identify key words at an early stage; they may also display outstanding powers of retention, both immediately and from one lesson to the next ✓ make connections and classify words and structures to help them learn more efficiently. They are able to evaluate new language critically, recognising the grammatical function of words ✓ seek solutions and ask further questions. They may test out their theories and seek to solve linguistic problems, sometimes challenging the tasks set and trying to understand their relevance to the language-learning process ✓ have an insight into their own learning style and preference. They may say how they like to learn vocabulary or structures; they are clear about the type of tasks they like doing; they may show or display an ability to work independently, without supervision, and to make effective use of reference material ✓ show an intense interest in the cultural features of the language being studied. They may use idiom in the language itself and explore the history and traditions of the language; some pupils may wish to share knowledge with peers <p>RME:</p> <p>Pupils who are highly able in RME are likely to:</p> <ul style="list-style-type: none"> ✓ show high levels of insight into, and discernment beyond, the obvious and ordinary; ✓ make sense of, and draw meaning from, religious symbols, metaphors, texts and practices; ✓ be sensitive to, or aware of, the numinous or the mystery of life, and have a feeling for how these are explored and expressed; ✓ understand, apply and transfer ideas and concepts across topics in RME and into other religious and cultural contexts. <p>In more general terms, they may also:</p> <ul style="list-style-type: none"> ✓ have highly-developed skills of comprehension, analysis and research; ✓ show quickness of understanding and depth of thought.

Art & Design	Drama
<p>Pupils who are highly able in art and design are likely to:</p> <ul style="list-style-type: none"> ✓ think and express themselves in creative, original ways. They want to follow a different plan to the other pupils, challenge the tasks given, or extend the brief in seemingly unrelated or fantastic directions ✓ have a strong desire to create in a visual form They are driven by ideas, imagination, flights of fancy, humanitarian concerns, humour or personal experience; they persevere until they have completed a task successfully, with little or no intervention from the teacher ✓ push the boundaries of normal processes They test ideas and solve problems relating to concepts and issues; they explore ways to depict ideas, emotions, feelings and meanings; they take risks without knowing what the outcome will be; they change ideas to take into account new influences or outcomes ✓ show a passionate interest in the world of art and design They are often interested in a specific culture (possibly relating to their own cultural background or sense of identity), particular art forms, contemporary culture or youth culture ✓ use materials, tools and techniques skilfully and learn new approaches easily They are keen to extend their technical abilities and sometimes get frustrated when other skills do not develop at the same time ✓ initiate ideas and define problems They explore ideas, problems and sources on their own and collaboratively, with a sense of purpose and meaning ✓ critically evaluate visual work and other information They make unusual connections between their own and others' work; they apply ideas to their own work in innovative ways ✓ exploit the characteristics of materials and processes They use materials and processes in creative, practical and inventive ways; they explore alternatives and respond to new possibilities and meanings ✓ understand that ideas and meanings in their own and others' work can be interpreted in different ways They use their knowledge and understanding to extend their own thinking and realise their intentions; they communicate original ideas, insights and views 	<p>Pupils who are highly able in drama are likely to:</p> <ul style="list-style-type: none"> ✓ be able to speak confidently on a given subject; ✓ be able to work with voice in a manner relevant to drama; ✓ be able to seek the opinions of others when engaged in practical group work; ✓ be able to seek the opinions of others in discussion; ✓ be able to work co-operatively in groups and understand the meaning of teamwork; ✓ understand the importance of communication; ✓ take an active role in the learning process; ✓ understand drama techniques and use them in planning their work; ✓ explore issues in their environment and experience and understand their relevance to drama; ✓ be able to use the language of drama in written work. ✓ be able to demonstrate a strong awareness of audience in performance and also in the content of their practical work;
Music	PE
<p>Pupils who are highly able in music are likely to:</p> <ul style="list-style-type: none"> ✓ be captivated by sound and engage fully with music ✓ select an instrument with care and then be unwilling to relinquish the instrument ✓ find it difficult not to respond physically to music ✓ memorise music quickly without any apparent effort, be able to repeat more complex rhythmical and melodic phrases given by the teacher and repeat melodies (sometimes after one hearing) ✓ sing and play music with a natural awareness of the musical phrase -- the music makes sense ✓ demonstrate the ability to communicate through music, for example to sing with musical expression and with confidence ✓ show strong preferences, single-mindedness and a sustained inner drive to make music. ✓ show a high degree of motivation and commitment to practice and performance. <p>Pupils more often show their musical abilities through the quality of their response than the complexity of their response. Musical quality is very difficult to define in words, as music is a different form of communication to language. The closest we can get is to say that it 'sounds right': skills and techniques are used to communicate an intended mood or effect. Therefore musical ability is at least as much about demonstrating a higher quality response <i>within</i> levels as about attainment at higher levels. Musical ability can be seen at every level of attainment.</p> <p>Pupils who have ability for music show a particular affinity with sound. This is sometimes hard to identify, especially when it is not combined with more general ability. It is however often most significant, since it may be a pupil's only route to real success, increasing their self-esteem and motivation for other areas of learning.</p> <p>Some teachers believe that music is <i>only</i> accessible for pupils with musical talent: that pupils are either musical, or not musical. This is not the case. All pupils can develop musical skills, knowledge and understanding. Some may need more or less help, but this is no different from any other subject. Teachers need to recognise the different needs of all pupils, including not only those who are highly able, but those who are more highly able across several subjects.</p> <p>Music provides a context in which generically highly able pupils (that is, those who are more generally highly able across several subjects) can be identified and developed. In music, pupils have to deal with a complex range of different and simultaneous factors and bring them together when making and responding to music, using skills which are often associated with highly ability. Teachers have often commented on the way that quickness in remembering rhythmic patterns suggests the ability to think quickly and assimilate information. Similarly, a difficulty with remembering patterns can indicate potential issues across subjects -- teachers have found that music can help them to identify pupils who may require additional support.</p> <p>Because music is abstract, it provides a way of identifying and developing skills that are not language dependent. This means that it can play a particularly important part in helping to recognise highly ability in pupils whose language skills have not yet developed, especially those for whom English is not their first language.</p>	<p>Pupils who are highly able in PE are likely to show many or all of the following characteristics in their performance and approach to PE, sport and dance.</p> <p>Approach to work - They may:</p> <ul style="list-style-type: none"> ✓ be confident in themselves and in familiar contexts ✓ take risks with ideas and approaches, and be able to think 'outside the box' ✓ show a high degree of motivation and commitment to practice and performance. <p>Effective performance - They may:</p> <ul style="list-style-type: none"> ✓ be independent, thoughtful performers, actively forming and adapting strategies, tactics or compositions ✓ be able to reflect on processes and outcomes in order to improve performance, understanding the close and changing relationship between skill, fitness and the tactics or composition of their performance ✓ be good decision-makers and able to take the initiative, often showing high levels of autonomy, independence and leadership ✓ be creative, original and adaptable, responding quickly to new challenges and situations, and often finding new and innovative solutions to them. <p>Body skilfulness and awareness - They may:</p> <ul style="list-style-type: none"> ✓ have a high degree of control and coordination of their bodies ✓ show strong awareness of their body in space ✓ combine movements fluently, precisely and accurately in a range of contexts and activities. <p>Some pupils may have unusual abilities in specific aspects of the programme of study or areas of activity, such as:</p> <ul style="list-style-type: none"> ✓ evaluating and improving performance through leadership ✓ acquiring, developing and performing advanced skills and techniques ✓ conceptual understanding, shown through the sophisticated selection and application of advanced skills, tactics and compositional ideas for their age ✓ particularly high levels of fitness for their age, in both specific and general areas specific strengths in general areas, such as games activities or dance activities. <p>Some pupils perform at high levels in sport or dance in the community, for example basketball, high jump, jazz dance or sailing. Teachers should be aware that age and physical maturation can lead to better performance at certain ages and stages, but they are not a characteristic of high ability in PE and sport.</p>

Appendix 5

Provision Map for More/Most Able Pupils

High Quality Learning & Teaching	Ability Groupings	Individualised Provision
All pupils will benefit from:	More able pupils will benefit from:	Most able pupils will benefit from:
<ul style="list-style-type: none"> ✓ a variety of teaching approaches ✓ increased pace in accessing the curriculum ✓ the use of Bloom's Taxonomy to plan for higher order questions and skills ✓ a range of questioning styles ✓ the chance to be both a member and a leader of a group ✓ the chance to be part of the teaching during lessons ✓ review and setting of own targets ✓ self and peer evaluation ✓ enrichment opportunities within the curriculum ✓ open-ended tasks (inc. homework) ✓ the chance to take positions of responsibility ✓ the expectation to justify answers in detail ✓ the expectation to use increasingly precise language ✓ increased depth and breadth in learning 	<ul style="list-style-type: none"> ✓ regular focused guided sessions from the class teacher (focused on area of strength) ✓ cross-phase learning opportunities ✓ differentiated homework ✓ advice given to parents of how best to support their children ✓ attendance at before and after school clubs and workshops ✓ the opportunity to take part in whole school events ✓ participation in school / local / national competitions 	<ul style="list-style-type: none"> ✓ one-to-one coaching to extend learning in a specific area ✓ mentoring ✓ individualised projects ✓ support from beyond the school ✓ grouping with pupils outside of their year group ✓ opportunities to attend local or regional workshops and competitions ✓ signposting for parents and pupils to appropriate support from other organisations e.g. websites or organisations for most able pupils (SNAP), local sports clubs

Appendix 5 Practical Ideas

Strategies to Consider

Strategies that are good for highly able pupils are good strategies for all pupils. By thinking about meeting the needs of highly able pupils, teachers can raise standards throughout the school.

To meet the needs of all pupils, the class teacher may need to:

- ✓ consider and plan for different learning styles;
- ✓ use a variety of forms of differentiation in their teaching;
- ✓ plan for the use of higher order learning/thinking skills in their teaching;
- ✓ set high expectations for the pupils;

In particular they may need to:

- ✓ set homework which is challenging for highly able pupils;
- ✓ be aware of school policy and practice for highly able pupils;
- ✓ consider early examination entry;
- ✓ group highly able pupils together for specific subjects or activities;
- ✓ pace lessons to take account of the rapid progress of some highly able pupils;
- ✓ monitor and record the progress of highly able pupils;
- ✓ undertake lesson observations which monitor the progress and attainment of highly able pupils;
- ✓ give time for highly able pupils to extend or complete work if they need it;
- ✓ move highly able pupils into another class for some or all work, if their needs cannot be met in their chronological age class;
- ✓ liaise with staff from other educational settings for advice and resources e.g. nursery staff speak with primary school staff, primary staff speak with secondary school staff, secondary staff speak with university staff/experts in the field.

Given that environmental factors can influence the development of intelligence the emphasis in education must be on the learning environment. CfE places emphasis on the 'how' of learning and teaching. In addition this approach builds on the work carried out in relation to Assessment is for Learning. It is essential that the learning environment and curriculum accommodates this wider and more individualistic view. Curriculum for Excellence provides just such an opportunity and the seven principles on which it is built provide the vehicle to nurture such a view. Development of the new curriculum, therefore, should involve from its inception:

- ✓ challenge and enjoyment
- ✓ personalisation and choice
- ✓ breadth
- ✓ depth
- ✓ progression
- ✓ coherence
- ✓ relevance

Tried & Tested Strategies

Cross-stage setting - This involves the creation of greater homogeneity through the formation of classes or groups across stages on the basis of attainment. While there can be certain advantages to setting pupils on the basis of attainment there are also disadvantages.

Projects – A way of supporting individual children with particular abilities while also offering opportunities to other to develop their strengths is through whole school activities such as a regular school newspaper, radio or television show, enterprise activities and charity events. This approach lends itself well to Curriculum for Excellence.

Pull-out programmes/master classes – Pupils who would benefit from a short term specialised programme of work are identified and extracted from the mainstream class to work together as a group. This group could be across a year group or across stages. Such opportunities are offered at regular intervals in the academic year. Such programmes are offered in a revolving door format. With this format groups of pupils will be formed and reformed at different times depending on individual need. The identification is a very fluid affair as it gives the opportunity for different pupils to be identified for different activities depending on the requirements of the task and on the individual's profile of abilities. Each pupil would only be in a programme for a limited (short) period of time. It will not always be the same group and thus different pupils will be part of the programme at different times for different reasons.

Curriculum compaction is a way of making curricular adjustments for pupils in any curricular area and at any stage. As much as 50% of traditional classroom material may be compacted for some students. It is a three stage process.

1. Define the aims and outcomes of the unit or topic.
2. Determine and document which pupils have already mastered most or all of the outcomes. This can be, but does not have to be, a formal 'test'. The information required can be gathered through a more informal pre-assessment process using discussion, mind maps etc.
3. Provide, higher challenge, replacement or 'instead of' activities for those bits of the unit or topic that they can already do. Those with responsibility for supporting pupils within a school could offer the class teacher support in deciding how to assess and how much of the curriculum to compact.

Mentors and mentoring systems are useful for individuals. Mentoring can be offered by parents, older pupils; learning assistants; volunteer adults and organisations (e.g. VTO); and other staff in the establishment.

Higher Order Learning. One of the most common frameworks for thinking is Bloom's Taxonomy. A revised taxonomy was produced by Anderson and Krathwohl in 2001. The taxonomy consists of 6 key areas of development:

1. *Remembering* - Pupils need certain knowledge which they can recall in order to take action and think. Pupils need to be able to acquire that knowledge using a range of research and subject specific skills. Asking better questions will help pupils access relevant information. Pupils need to record their ideas and thoughts and share them using a variety of communication.
Verbs – define, underline, list, name, reproduce
Possible outcome – lists, worksheets, definitions
2. *Understanding* – Many pupils spend much of their time explaining, selecting or paraphrasing information. These are lower order thinking skills. Pupils also need to use higher order thinking skills. This will involve pupils comparing and contrasting information, presenting new ideas, exploring consequences, examining differing viewpoints.
Verbs – identify, describe, explain, report, calculate, outline
Possible outcomes – paraphrasing, summary, drawing, teaching peers
3. *Applying* – Pupils need to have opportunities to play around with and apply the new knowledge they have gained.
Verbs – demonstrate, practice, illustrate, classify, solve, dramatise
Possible outcomes – interview, role play, build a model, collection, presentation
4. *Analysing* – Activities that offer opportunities for analysis will allow pupils to break down their knowledge into small parts in order that they can investigate how these parts relate to one another and to the bigger picture.
Verbs – compare, contrast, examine, outline, sequence, test, differentiate, infer
Possible outcomes – survey, summary, questionnaire, plan, spreadsheet
5. *Evaluating* – Pupils need to make decisions and judgements about things but these judgements and decisions have to be justified. Evaluating the knowledge gained and critiquing it using evidence and reason will offer challenging opportunities for highly able learners.
Verbs – defend, judge, select, support, verify, justify, rank
Possible outcomes – opinion, recommendation, report, self evaluation
6. *Creating* – This allows pupils to bring together the new knowledge they have acquired and through design, imagination, reorganisation and invention they can create something new.
Verbs – change, compose, create, predict, hypothesise, invent, combine, design
Possible outcomes – new game, multimedia, poem, story

ICT offers endless possibilities for individual and group challenge. Online providers offer many opportunities for additional challenge. There are international challenges specifically aimed at highly able pupils e.g. World Class Tests. In addition pupils can use ICT as a learning tool making their own DVDs, writing their own programs etc.

Differentiation seeks to recognise and celebrate individual differences among pupils. These differences are then taken into account when planning and devising teaching and learning opportunities. A differentiated curriculum relates to class and school based provision and to extra-curricular opportunities that are qualitatively different from that already on offer. To do this, teachers should plan meaningful learning experiences that make the most of pupils' strengths and interests. This will involve pupils engaging with experiences that sees them moving both vertically and horizontally within the usual curriculum:

1. *Enrichment* – broadens the range of experiences for all pupils
2. *Extension* – encourages the expansion of the knowledge and skills in the mainstream classroom
3. *Acceleration* – enables highly able pupils to participate in learning at a level commensurate with their abilities. This might be alongside chronologically older pupils

There are a number of ways differentiation can be planned for e.g. by:

Task – pupils start at a higher level than their age peers and may move through concepts more quickly. They may also skip work within levels.

Outcome – pupils engage with the same content or task but the outcome may be open ended to allow the more highly able pupil to explore and extend their thinking

Resource – the class may be working on the same problem but the resources on offer within the class are different. For highly able pupils this might mean more complex texts or abstract concepts. This allows highly able pupils to explore ideas in greater depth

Pace – some highly able pupils can benefit greatly from working at a faster pace than their peers. Some highly able pupils do not require the over learning that others do. Some will make connections and may not require concrete materials. Teachers should also be aware that some highly able pupils will also relish the opportunity to work more slowly allowing time for in depth study.

Choice – all pupils will benefit from what Bruner (1996) calls agency over their learning. Highly able pupils should be given the opportunity to select their own activities. They could also select to use a variety of materials to complete a task or could choose to start a task from a different point.

Questioning/dialogue – Highly able pupils may not require such detailed explanations of the task. Alternatively they may be offered much more complex instructions and information prior to embarking on a task. Targeted questions that involve higher order thinking skills and more intricate language can be directed towards highly able pupils.

Education agencies and experts from beyond the school may become involved in assessing and providing an appropriate curriculum. They may also contribute to an Action Plan. Schools may draw on assistance from specialist colleagues, Universities, the business sector and the educational psychologist may become involved.

Pupils at this point may also be candidates for involvement in authority and out of school led initiatives for highly able pupils.

Events such as

- ✓ Special projects e.g. Opportunities provided by the Scottish Network for Able Pupils such as GO, Architecture and Design challenge events; Science Fairs; Story Telling events; Maths challenge days.
- ✓ Classes run by University Departments
- ✓ Lectures and events hosted by, for example, The Institute of Physics; The Science Centre; Museums; Young Engineers etc
- ✓ Opportunities for real life challenges e.g. guest reporter with a broadcasting company; working with a design company etc

In addition to the above for many pupils a range of **after school opportunities** such as clubs are ideal ways of recognising and challenging particular strengths. Chess; local library projects; maths; sports; school orchestra; debating; dancing etc are all clubs that pupils can find outlets for their particular strengths. It does not always have to be a club offered and run by the school. It may be that the school can direct children to local community clubs and activities. However, while after school clubs can augment and enhance the opportunities and experiences available to individual pupils they cannot compensate for inadequate recognition and challenge within the curriculum.

Action Plans

Help may be required from agencies out with education such as health or social work. It may also include further or higher education. The support plan may take the form of an Action Plan or Coordinated Support Plan (CSP).

It is entirely possible that a highly able pupil could have the involvement of outside agencies, for example if the pupil:

- ✓ also has a disability then health services may be involved,
- ✓ has factors arising from family circumstances then social work may be involved,
- ✓ is working well beyond his or her age and stage peers then a further or higher education institution may be involved.

If this involvement is parallel to support in school but not directly related to educational outcomes, then the individual may have an Action Plan. If this involvement is integral to the achievement of educational outcomes then a CSP should be considered.

Appendix 6

Useful Resources & Websites

Resources

Bailey, R., Pearce, G., Winstanley, C., Sutherland, M., Smith, C., Stack, N. And Dickenson, M. (2008) A systematic review of interventions aimed at improving the educational achievement of pupils identified as gifted and talented. Technical report In: *Research Evidence in Education Library*. London: EPPI-Centre, Social Science Research Unit, Institute of Education, University of London.

Smith, C. (2005) (Ed) *Including the Gifted and Talented: Making inclusion work for more able learners* London: Routledge

Smith, C. (2005) *Teaching Gifted and Talented Pupils in the Primary School* London: Paul Chapman Publishing

Sutherland, M. (2005) *Gifted and Talented in the Early Years* London: Paul Chapman Publishing

Sutherland, M. (2008) *Developing the Young Gifted and Talented Learner* London: Paul Chapman Publishing
Winstanley, C. (2004) *Too Clever by Half: A fair deal for gifted children* London: Trentham Books

A range of resources are also available to school who are members of SNAP.

Websites

<https://www.gla.ac.uk/research/az/ablepupils/> SNAP

www.londongt.org a mine of useful information including practical activities for pupils and resources for teachers

www.ablepupils.com offering guidance and support for teachers, pupils and parents in Scotland

www.nace.co.uk resources and advice for educating highly able pupils

www.nagcbritain.org supports the families of highly able pupils

www.hoagiesgifted.org resources for parents and educators of highly able pupils

www.gifted-and-talented.net sign up to receive free weekly enrichment activities for highly able pupils

www.qca.org.uk guidance on teaching highly able pupils

www.tki.org.nz – Online learning centre in New Zealand. Includes articles and ideas for teachers of highly able pupils