SUNNYMEDE JUNIOR SCHOOL

ACADEMICALLY MORE ABLE AND TALENTED POLICY

Review: Every Two Years
Created: March 2019
Next Review Date: March 2021

Headteacher's signature	*Chair of Governor's signature*

Rationale

As identified in the National Curriculum 2014, teachers must 'set high expectations for every pupil' and 'plan stretching work for pupils whose attainment is significantly above the expected standards. At Sunnymede, we aim to provide a curriculum which is appropriate to the needs and abilities of all of our children. We recognise that, at any time, Sunnymede Junior School may have pupils whose performance or potential is significantly greater than that of their peers. These children may be identified as Academically More Able or Talented (AMAT) pupils and we have the responsibility to meet the needs of these children. Our policy for these pupils endeavours to ensure they can be appropriately and effectively provided for through the teaching and learning programmes within our school.

Aims and Objectives

The focus of this document is to help Sunnymede staff identify those pupils who demonstrate, in their learning and performance, well above average ability in one or more areas. It also seeks to provide learning opportunities which challenge their thinking and ensure they make appropriate progress.

This policy aims to ensure we can provide:

- An appropriate education for each individual
- Opportunities for pupils to work at levels higher than that of their peers
- Opportunities to develop specific skills or talents
- The opportunity to experience a mastery style curriculum
- Support and care for the whole child, socially, emotionally and intellectually

The objectives of this policy are:

- To know how to identify and provide for AMAT Pupils
- To operate a whole school approach to the management and provision of support for AMAT Pupils
- To provide support and advice for all staff working with AMAT Pupils across the curriculum

Definition

Academically More Able and Talented pupils (AMAT) are those who have one or more attributes/abilities developed to a level significantly ahead of their year group (or with the potential to develop those abilities).

The term Academically More Able and Talented is not to be understood as referring to the most able of the national population. The term is relative and refers to the top 5-10% of our school.

The term 'Academically More Able' refers to those pupils who are capable of excelling in academic subjects such as English, Mathematics, Science, and History. 'Talented' refers to those pupils who may excel in areas requiring visuospatial or practical skills, such as games and PE, drama, music or art.

Identification

A wide range of approaches can be used in the identification of the AMAT pupils. The identification process is continuous and is evaluated as appropriate to the needs of the children. All staff have a crucial role in identifying AMAT pupils as information is gathered from a variety of sources. This includes, but is not limited to:

- Teacher recommendation - general characteristics checklist to be used to support staff referral (see Appendices 1-11)
- Teacher observation and assessments
- Potential as well as proven achievement
- Standardised assessment results
- Pupils' work
- Information from previous education providers

- Involvement and achievement in school, County and National competitions
- The views of a wide range of adults including: support staff; parents; community workers; sports coaches; etc

The names of children identified as being AMAT will be recorded in the AMAT register so that their progress can be specifically tracked. Two registers will be kept, one of which will be a working document that can be amended and accessed by all teaching staff and SLT. This record will detail AMAT pupils as well as the area/areas that they are proficient in. This will be a Word document which will be encrypted with a password. The second register will be kept on Target Tracker. This register will be used for contextual purposes and it will keep track of which children are AMA and/or talented. Teachers will be able to view this register however, only SLT will be able to add or remove children from this register.

Pupils may be identified at any time. Class teachers, the AMAT Coordinator and the Head Teacher will work alongside each other to validate the nomination and assessment data. Once identified, pupils will remain on the register until they cease to meet the criteria for nomination.

Curriculum organisation and planning for learning

At Sunnymede Junior School we believe that the organisation of the school's curriculum is crucial to ensuring all children are interested and engaged learners.

Teachers are expected to plan for the wide range of abilities within their classes and to offer enriching and deepening opportunities for those children identified on the AMAT register. Planning is shared on the school drive and teachers, if required, can be supported in providing suitable work for the AMAT pupils within their class by the AMAT coordinator.

Most learners remain in the classroom working alongside their peers and supported by the AMAT Coordinator as appropriate. Some more specific work and additional opportunities may also be planned by class teachers and the AMAT coordinator to be undertaken outside the classroom, where necessary.

Extended activities, such as work with other children across the school, competitions and group projects, take place off the school site where appropriate. Some of these include: Maths mastery; sports competitions; Southend music festival and BSMA. These can vary from year to year depending on a combination of availability and need.

Roles and responsibilities

The Head Teacher will be responsible for:

- Overall policy setting.
- The depth and breadth of the curriculum.
- Whole school assessment and monitoring systems.
- Leading /facilitating staff in their provision for the AMAT pupils.
- Funding linked to AMAT opportunities.

There is a named co-ordinator responsible for co-ordinating the teaching and monitoring of Academically More Able and Talented children throughout the school. Their role is to:

- Support the school and staff in the identification of AMAT pupils, setting appropriate targets and monitoring progress made.
- Keep up to date with information about resources and services and are responsible for sharing this information with colleagues.
- Ensure that the AMAT registers (Target Tracker and the working document) are kept up to date.

- Coordinate the use of external agencies, resources and facilities.
- Attends SLT meetings as required.
- Encourage the development of suitable in-house enrichment opportunities as well as extra-curricular activities.
- To assist teachers with day to day planning for use in the classroom.
- To analyse data and liaise with teachers to keep SLT informed of overall pupil progress.
- To monitor assessments carried out by teachers and provide ongoing support with matching provision.
- To ensure appropriate resources are available for teachers to use in the classroom.
- To ensure that the policy document is reviewed every two years.
- To keep a record of all enrichment activities that the school offers. This will include details of what the activity is, who has benefitted from it, when it took place and the impact that it has had.

The class teacher will be responsible for:

- Identifying AMAT pupils in their class.
- Setting appropriate targets.
- Ensuring appropriate provision through differentiated activities.
- Using appropriate resources to challenge the AMAT pupils.
- Reporting to SLT on progress of AMAT pupils within their class.

Monitoring and evaluation

The policy for Academically More Able and Talented Pupils and related practices will be monitored and evaluated by the AMAT Coordinator and SLT to ensure procedures and processes are maintained and developed appropriately for the benefit of the children.

Appendix 1: Identification in English

Children should display a number of the following criteria but not necessarily all

Reading

Key Stage 1

- A child entering school who reads naturally (i.e. a child how teaches himself/herself)
- A child who learns to read fluently and expressively and with complete understanding in the first term of school with little or no teaching

- A child comfortably working at greater depth at the end of Key Stage 1
- Insatiable appetite for the printed word
- Draw inferences - goes beyond the literal
- A child scoring above 120 in a Standardised Reading Test

Key Stage 2

- An inferential reader
- A child scoring above 120 on standardised tests (to be used in conjunction with other criteria)
- Insatiable appetite for the printed word
- A child who is working significantly above age related expectations.
- Has informed opinions about preferences and can back them up
- Perseveres with a difficult text - i.e. a young child reading Dickens/Tolkien/Mark Twain

Spoken Language

Key Stage 1

- A child who can hold his/her own in an adult conversation at an adult level
- Can debate a point
- Has an extended vocabulary

Key Stage 2

- Confident speaker within his/her peer group and with adults
- Seeks the company of older children for stimulation
- Can debate a point and modify opinion if required
- Can counter an argument
- Always takes the lead in discussions
- Uses a wide and sophisticated vocabulary

Writing

Key Stage 1

- A child in Year 1 who independently writes uses adjectives, pronouns, expanded sentences, connectives and a varied vocabulary - includes a varied structure.
- A child who can spell Phase 4 cvc and ccvc and cvcc words from *Letters and Sounds* easily and can spell common irregular words with little effort (i.e. can spell the first 200 most frequently used words by the beginning of Year 2)
- Can write in a variety of genre and adapts language to suit the genre
- A child comfortably achieving a greater depth at the end of Key Stage 1

Key Stage 2

- A child achieving a Key Stage above age expectancy (*see Assessment Policy for expectations across the Key Stages*)
- Can freely adapt writing to suit purpose and style - obviously different to the peer group
- An ability to be self-critical at the drafting process at an early age
- Strives constantly for perfection
- Initiates own projects and writes for pleasure
- Choice of vocabulary
- Can manipulate work to improve it showing understanding of sentence structure in order to create effect
- Can mimic an author
- Can use humour

Appendix 2: Identification in Maths

Children should display a number of the following criteria but not necessarily all

Key Stage 1

- Thrives on complexity
- Works well beyond age group
- Manipulates information
- A child comfortably working at greater depth at the end of Key Stage 1
- Works a Key Stage above expectations (*see Assessment Policy for expectations across the Key Stages*)
- Thrives on investigative studies
- Understands place value up to 1000 at an early age

Key Stage 2

- Child scoring consistently above 120 on standardised tests
- Thrives on complexity
- Can explain difficult problems to others
- Asks complicated questions and wants to know more
- Completes work quickly and accurately
- Manipulates information
- Works a Key Stage above expectation (*see Assessment Policy for expectations across the Key Stages*)
- Thrives on investigative studies and initiates own investigations
- Can develop and use formula at an early age

Appendix 3: Identification in Science

Children should display a number of the following criteria but not necessarily all

Key Stages 1 and 2

- Investigative skills level a Key Stage higher than age expectancy e.g. Key Stage 1 can predict and reason, Key Stage 2, can hypothesise with alternatives, inference and evaluation
- Intuitive understanding for the subject
- Studies for pleasure
- Already knows; excellent background knowledge
- Curiosity and original ideas, e.g. initiates own investigations
- Grasps the meaning quickly

- Is able to carry through investigations logically - can interpret results and apply them to other situations

Appendix 4: Identification in Design and Technology

Children should display a number of the following criteria but not necessarily all

Key Stages 1 and 2

- Is original, creative but realistic in the design process
- Is able to work in a wide range of materials and situations successfully
- Produces articles of consistent high quality for his/her age. Showing a deep understanding of the materials
- Evaluates and adapts to problems encountered is persistent and inventive
- Willing to work with unfamiliar materials and processes
- Initiates projects
- Thrives on complexity
- Is self-critical and can identify strengths and weaknesses in finished products and can suggest solutions
- Carries on outside school without being prompted

Appendix 5: Identification in Computing

Children should display a number of the following criteria but not necessarily all

Key Stages 1 and 2

- Seems to instinctively understand what should be done
- Can apply knowledge and understanding across applications
- Uses applications creatively and not always in the manner for which they were designed
- Manipulates information
- Can identify a problem and solve it
- Is confident enough to experiment in a rational and logical manner and therefore is persistent, resourceful, self-directed and self-motivated
- Is able to break into the system
- Can teach others including teachers
- Has programming and system analysis skills

Appendix 6: Identification in History and Geography

Children should display a number of the following criteria but not necessarily all

Key Stages 1 and 2

- Skills level a key stage higher than age expectant e.g. chronology, map reading
- Takes questioning one step further than expected
- Discusses in detail and elaborates
- Works beyond the group
- Show strong feelings/opinions
- Already knows
- Draws inferences
- Is intense about subject
- Manipulates information
- Initiates own projects/self-directed

- Has original ideas
- Can discriminate and discuss the credibility of sources
- Can clearly empathise why people behave as they do and give reasoned justification

Appendix 7: Identification in Art

Children should display a number of the following criteria but not necessarily all

Key Stages 1 and 2

- Has an individual style
- Can interpret the subject in original ways, is imaginative
- Perception advanced beyond his/her chronological age
- Can use several elements of art in an advanced form beyond expectation (not just the child who can draw well)
- Shows artistic flair in several media
- Has an understanding of colour
- Knows what a finished product will look like
- Can show a different personal response to those expected/ or directed
- Shows a mature response to the work of other artists often seeing beyond the obvious
- Keenly/ critically observant
- Older children may express a more emotional level of sensitivity
- Can draw what is seen not what is thought to be seen
- Successfully experiments with the visual elements

Appendix 8: Identification in Music

Children should display a number of the following criteria but not necessarily all

Key Stage 1

- Acute sense of rhythm
- Sings in tune/ pitches perfectly or nearly perfectly
- Can memorise rhythm and tune and repeat after an interval
- Able to experiment with music purposefully
- Manipulates and augments music
- Initiates musical activities on own
- Can discuss a piece of music perceptively beyond their years

Key Stage 2

- Meets the above criteria at Key Stage 1
- Takes to an instrument quickly and easily with little teaching

- Plays expressively and sensitively
- Can play by ear
- Plays purely for enjoyment
- Instinctively plays an instrument

Appendix 9: Identification in Physical Education

Children should display a number of the following criteria but not necessarily all

Key Stages 1 and 2

- In Key Stage 1, able to put movements together in sequence showing maturity beyond years
- Single minded to his/her approach to subject
- Highly competitive
- Self-critical; strives for perfection
- Intense about own subject
- Can cope with physical activities requiring high degree of motor coordination and takes lead in activities
- Strong, controlled and agile
- Skills a Key Stage higher than would be expected
- Excellent sense of rhythm able to empathise with stimulus
- Can extend and refine dance movements
- Demonstrates a good awareness of tactics

Appendix 10: Identification in Religious Education

Children should display a number of the following criteria but not necessarily all
Key Stages 1 and 2

- Informed in unusual areas often beyond their years
- Shows unusual insights and questions deeply
- Shows high level of sensitivity and empathy
- Is intrigued by human nature and questions the actions of individuals and society as a whole
- Shows strong feelings and opinions
- Discusses in details and elaborates

Appendix 11: Identification in MFL

Children should display a number of the following criteria but not necessarily all

Key Stages 1 and 2

- Has a strong desire to put language together creatively and imaginatively by themselves
- Picks up new language and structures quickly and naturally
- Has a natural flair for grammar; can successfully conjugate verbs *(Key Stage 2)*
- Has a strong ability to learn independently
- Has an insight into their own learning style and preference
- Shows an intense interest in the cultural features of the language
- Has confidence to take risks in using the language
- Asks grammatically based questions without having been taught something previously
- Can instinctively manipulate the language and grammar accurately