



St Edward's Church of England
Primary School

More Able and Talented Policy

January 2017



MORE ABLE AND TALENTED POLICY

1.0 AIMS OF ST EDWARD'S SCHOOL

- To promote the identification of More Able and Talented pupils, using a variety of methods;
- To ensure that all More Able pupils achieve their full potential;
- To provide a rich, challenging and differentiated curriculum in which More Able and Talented children can work at their own level and pace;
- To provide opportunities, in all curriculum areas, for pupils to develop talents, creativity and reasoning skills;
- To create an ethos where pupils both have and achieve the highest aspirations.
- To work in partnership with parents, the local community and other education establishments.

2.0 INTRODUCTION

At St Edward's Church of England Primary School, we aim to provide a curriculum which is appropriate to the needs and abilities of all of our children. We plan our teaching and learning to enable each child to reach the highest level of personal achievement. This policy helps us to recognise and support the needs of those children in school who have been identified as 'More Able' and 'Talented'.

3.0 DEFINITIONS

More Able children are those who demonstrate a significantly higher level of ability than most children of the same age in one or more of the statutory curriculum areas, other than Art and Design, Music, P.E., Drama and Design and Technology.

Talented students are children who display talent in one or more of the following areas - Art, Music, P.E., Drama or Design and Technology.

Exceptionally able pupils are those who have the capacity to achieve or perform at the very highest levels.

The children identified as More Able and Talented at St Edward's School are those in the top 5 -10% of the pupil population.

4.0 IDENTIFICATION

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

- Teacher assessment and observations in lessons and in other settings, such as clubs and performances;
- Teacher identification using an awareness raising checklist of characteristics, including those for underachieving More Able pupils (see staff guidance document);
- Data from formal and informal tests;
- Information for pupils;
- Information from parents or carers;
- Information from previous teacher/school or another professional e.g. sports coach, peripatetic music teacher;
- Careful record keeping and collation of evidence.

Those children identified will be recorded on the 'Most Able' Register and identified in our assessment tools. This register will be updated at least annually, or as required during the year. Since relative ability changes over time, pupils may move on and off the register, when appropriate. The progress of the Most Able children will be monitored at termly Pupil Progress Meetings and used to inform provision planning.

We are aware that some More Able and Talented children may be underachieving for a variety of reasons, e.g. because of a specific learning difficulty or physical disability or because English is not their first language and we are vigilant for these pupils.

5.0 PROVISION

In the classroom

At St Edward's Primary School, every child has access to Quality First 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 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 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 learners and given opportunities to apply their knowledge and understanding in more in-depth, complex and cross-curricular activities.

We provide a broad, balanced and creative curriculum with many opportunities for our More Able and Talented children to excel not only academically, but also through artistic and in sporting activities. Themed events, visits, visitors to school, such as theatre companies, artists, musicians, parents, all contribute to an enriching curriculum.

Outside the classroom

Extra-curricular provision available to More Able and Talented children outside the classroom includes:

- instrumental music lessons;
- opportunities for personal development, including leadership skills through the school council and other 'pupil voice' groups;
- peer coaching, e.g. in sports, peer mediation and other responsibilities;
- dedicated clubs for thinking skills, art and drama
- e-learning;
- opportunities to develop skills in sports, music, dance, drama and art through activities and clubs, led by teachers and outside specialists;
- opportunities for competitive sport with other schools;
- opportunities to participate in public performances;
- 'master classes' in music, drama and dance;
- challenging homework projects that encourage independent research and effective presentation skills.

Exceptionally Able Pupils

We believe that there is no one way of supporting an exceptionally able child but a personalised approach is adopted with regard to their academic, social and emotional needs. This is best achieved in partnership with parents and external organisations who may take a significant role in provision. Exceptionally able children are involved in discussions and decision-making, taking into account their level of maturity, personal development needs and well-being.

6.0 MONITORING

The progress of More Able children will be monitored at termly Pupil Progress Meetings and information, including data, used to inform provision planning. We follow the principles of the Assess – Plan – Do – Review cycle, using assessment to inform

provision and planning and then reviewing progress to once again inform planning and delivery.

Information on the Most Able and Talented pupils will be provided on transfer between classes and between schools.

7.0 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 staff in their provision for the More Able and Talented.

The More Able and Talented Lead will be responsible for:

- monitoring the implementation of the agreed policy;
- compiling and maintaining an up-to-date register of More Able and Talented children;
- co-ordinating provision for children on the register;
- developing expertise in this area through appropriate staff training;
- sharing expertise with other staff and directing them to appropriate training;
- supporting and monitoring curriculum planning which ensures differentiated provision;
- ensuring the transfer of relevant information on the cohort to secondary schools;
- purchasing and organising resources to facilitate the teaching of More Able and Talented children.

The Subject Leader will be responsible for:

- advising others of suitable strategies for extending More Able and Talented pupils in their curriculum area;
- purchasing and disseminating appropriate resources;
- assisting colleagues with differentiated planning;
- collecting examples of exceptional work;
- monitoring provision for the More Able and Talented children in their curriculum area.

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

- take steps to identify the More Able pupils using the methods identified in this policy;
- assess the progress of the More Able pupils through normal classroom and whole school assessment cycles;

- plan and implement appropriate provision;
- record strategies used in Pupil Progress Meetings documentation, medium and short term planning;
- deploy TAs effectively and ensure they are familiar with the strategies and techniques that they may use when working with the More Able;
- review provision regularly;
- 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 CPD needs;
- monitor the progress made by the children;
- ensure that provision for the More Able is reflected in scrutiny and moderation activity, pupil conferencing, lesson observations, work sampling and Pupil Progress Meetings.

The 'More Able and Talented' Governor (Mrs Joan Sheehan, SEND governor) will have oversight of policy and provision for More Able and Talented pupils and review this through the Teaching and Learning Committee.

8.0 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, Assistant Head with responsibility for the More Able and Talented, the Learning Support and Inclusion Manager or Head Teacher through the school year to discuss any matter.

9.0 TRANSITION

Ensuring that More Able and Talented pupils are supported through transitions between key stages, and provision is consistently challenging, is the shared responsibility of the More Able and Talented Lead Teacher and the Assistant Head with responsibility for transition between specific key stages. At the end of the school year, class teachers ensure that the teacher taking over responsibility for the class is fully aware of the needs of the More Able and Talented pupils so that they can fully meet their potential.

This policy should be read in conjunction with the:

- Inclusion Policy
- SEND Information
- Accessibility Plan
- Curriculum subject policies
- Assessment policy