



LONG SUTTON COUNTY PRIMARY SCHOOL

MORE ABLE AND TALENTED POLICY

Introduction

This policy outlines our school's practice and procedures relating to the identification and support of more able and talented pupils.

The policy outlines:

- our definition of what 'More Able and Talented' means
- the procedures used to identify and support these pupils
- how we maintain a register
- the way that we provide teaching that makes learning both challenging and enjoyable and

Rationale

At Long Sutton Primary School we recognise that all pupils are individuals with their own gifts and talents and will have areas of strength and areas for improvement. Within this range in our school, there are pupils who are more able than others and some who are particularly talented in specific areas of ability. We believe that every child has the right to be included in a broad, balanced and relevant curriculum. Each pupil has an educational entitlement to realise their full potential. In keeping with this we shall help our More Able and Talented pupils to develop their personalities, skills and abilities, intellectually and socially; regardless of ethnic origin, gender or disability.

Definition

The term More Able refers to those pupils who have above average abilities, when compared with the rest of their peer group, in one or more subjects in the statutory school curriculum, other than art, music or PE. The term Talented refers to those pupils who have greater aptitude and skill, when compared with the rest of their peer group, in art, performing (e.g. dance and drama), music or sport. We will also look at leadership skills and personal and social qualities when identifying More Able and Talented children in our school.

Identification

We would expect to identify between 10%-30% of the school's population from Nursery to Y6. Our judgements are relative and will be determined within the context of our individual school, for each particular year group of children. Identification is ongoing and flexible with provision for movement into and out of the cohort as necessary. Our More Able and Talented learners are identified by staff using professional judgements through both quantitative (formal assessment) and qualitative (knowledge of the background and of the pupil as a whole person) assessments as well as discussions with pupils and parents.

Our More Able and Talented Register

Pupils who have been identified as being More Able and Talented are entered onto a school register. A copy is made available to all staff in electronic form. The register is reviewed twice each academic year at a meeting with the staff concerned and the progress of each pupil toward their individual targets will be evaluated. If a pupil is not reaching their full potential, or has achieved the set targets, new arrangements and, where appropriate, new targets will be set.

Curriculum

The school curriculum is planned to encourage maximum progress for all pupils, including those identified as More Able and Talented

Good provision includes:

- high expectations of individual pupils
- a positive and supportive learning environment with appropriate challenge
- access to opportunities for enrichment and extension
- celebration of success and achievement

Teaching and Learning

We recognise that it is important for More Able and Talented pupils to work at an appropriate pace and depth in a variety of settings. Some of our able pupils grasp concepts quickly and are ready to move on to the next or more demanding work; at times they may also need more time than others to complete work to their own satisfaction. Not all of our able pupils will excel at all subjects and this may mean that some More Able and Talented pupils may work in different ability groups for different subjects.

As appropriate, the teachers provide differentiated and personalised activities and a range of support and resources for More Able and Talented pupils. This may include extension activities that are more demanding of their abilities or enrichment activities that provide new and different ways of working. We aim to ensure that pupils achieve their potential through carefully differentiated planning and diligent assessment and record keeping.

Inclusion

Classroom support is provided to ensure that all pupils have appropriate opportunities to develop their own ideas and work, whatever their ability. More Able and Talented pupils have equal access to all aspects of the curriculum and school life and will be encouraged to take a full and active part. We will encourage pupils to fulfil their potential in those subjects in which they are more able or Talented without reducing the breadth of their curriculum and personal experience. We encourage all pupils, including the More Able and Talented, to take advantage of our comprehensive range of extra-curricular activities and opportunities.

The role of parents and carers

The involvement of parents and carers is of paramount importance from the earliest stages of a child's learning and we aim to work in full partnership. Pupils are encouraged to share their learning and ideas during open evenings, visits to school and at home. Parents and carers of all our children are invited to support their child during the time they are completing set homework and are encouraged to provide space for them to work and, if possible, additional resources such as reference material.

Personal and social ability

Learning, within the classroom and outside, includes opportunities for pupils to work in groups of different sizes, which can help develop personal and social skills. We recognise that the way that pupils work in teams, support each other when discussing ideas, or collecting resources and materials all support social, personal and emotional development. As with all pupils, some More Able and Talented pupils enjoy working as part of a team, others show excellent social and leadership skills but others find such activities challenging. We aim to create an environment in which children are taught to relate well to each other and where differences of all kinds, including ability, are embraced.

Support for staff

Auditing of teaching and learning is ongoing within our school and will be used to identify training needs. These identified needs are used to plan training sessions and specialist input, including support with provision for the learning of our More Able and Talented pupils.

Role of the More Able and Talented Leader

To:

- ensure that the More Able and Talented register is up to date
- ensure that the More Able and Talented policy is up to date
- ensure that staff are aware of their requirement to make adequate provision for their More Able and Talented pupils
- review provision for More Able and Talented pupils and encourage best practice
- provide advice and opportunities for the professional development of staff when appropriate
- monitor the progress and achievements of More Able and Talented pupils
- attend local cluster meetings and maintain awareness of developments in requirements for the provision for gifted and talented pupils; update colleagues of such developments
- encourage the provision of extra-curricular activities within school and seek out appropriate opportunities outside school
- review and update the More Able and Talented action plan.

Review

The Headteacher, Subject Leader and Governing Body will review this policy every two years in consultation with staff.

Reviewed – May 2017

Review – May 2019

Jo Cheyne

More Able and Talented Leader