

Leadgate Primary School

Policy on More Able and Talented Children

1 Introduction

1.1 We believe in providing the best possible provision for pupils of all abilities. We plan our teaching and learning so that each child can aspire to the highest level of personal achievement. The purpose of this policy is to help to ensure that we recognise and support the needs of those children in our school who have been identified as 'more able' and/or 'talented'.

1.2 **More Able** are defined as those who are capable of excelling in academic subjects such as English, History or Mathematics. These children are working above national expectations for their age.

Talented are defined as those who may excel in areas requiring visio-spatial skills or practical abilities such as in games and PE, drama or art.

When talking with pupils we will not use the terms More Able and Talented but we will celebrate with them that they are performing at a high level, encouraging and offering opportunities for them to further progress.

1.3 Provision will be made for these children through quality first teaching and we will provide enrichment or extension activities to promote their skills and talents still further.

1.4 While we recognise and cater for these particular categories of children in our school, at the same time, we respect the right of all children, irrespective of differences in ability, to access various areas of learning, both for their self-fulfilment, and for their eventual development into active and responsible adults.

2 Aims and objectives

2.1 Our aims are to:

- ensure that we recognise and support the needs of all our children;
- enable children to develop to their full potential;
- offer children opportunities to generate their own learning;
- ensure that we challenge and extend the children through the work that we set them;
- encourage children to think and work independently.

3 Identification of more able and talented children

3.1 The identification process is ongoing. We use a range of strategies to identify more able and talented children:

- SATs and QCA tests
- Spelling and reading assessments
- Examination of children's work
- Class Teachers' and Teaching Assistants' knowledge of and relationship with the child
- Identification by parents or tutors
- Information from external organisations, e.g. gymnastic and swimming organisations

3.2 As the children progress through the school, we test them regularly to ensure that they are making the sort of progress that we are expecting of them in their personal targets.

- 3.3 Each teacher regularly reviews the children's progress and records this through tracked assessments and consultation with SMT in management meetings. Teachers discuss the children's progress with parents at the termly consultation evenings, and report annually on each child's progress in July.
- 3.4 The more able and talented coordinator tracks assessment data and meets with teachers and pupils to discuss any issues arising.

4 Informing Parents

- 4.1 Parents will receive a letter explaining that their child has been identified as Gifted or Talented in a particular curriculum area(s). (Appendix A) They will be offered the opportunity to contact the more able and talented coordinator to discuss the implications of this identification. We encourage parents not to specifically use the term More Able and Talented but instead to celebrate their child's achievements in their identified area(s) and offer their continued support.

5 Teaching and learning

- 5.1 Our teachers plan carefully to meet the learning needs of all our children. We give all children the opportunity to show what they know, understand and can do, and we achieve this in a variety of ways when planning for children's learning and learning styles, such as by providing:
- a common activity that allows the children to respond at their own levels;
 - an enrichment activity that broadens a child's learning in a particular skill or knowledge area;
 - an individual activity within a common theme that reflects a greater depth of understanding and higher level of attainment;
 - the opportunity for children to progress through their work at their own rate of learning.
- 5.2 Children are familiarised with a variety of organisational strategies as they move through the school. These strategies can be used by all children, but give due scope to higher achievers.
- 5.3 We offer a range of extra-curricular activities for our children. These activities offer higher achievers the opportunity to further extend their learning in a range of activities. Opportunities include a range of after school clubs, opportunities to work with visiting experts and the opportunity to take part in class, school, local or national competitions.
- 5.4 Learning is also enriched through regular homework activities linked to the work being undertaken in classes. This offers teachers a further opportunity to set work at the level of individual children.
- 5.5 The children will also have the opportunity to experience a range of educational visits that further enrich and develop learning, including links with local secondary school.

6 Management strategies

- running a register of more able and talented pupils, and keeping it up to date;
- monitoring the provision of opportunities for more able and talented pupils across the school year;
- monitoring teachers' planning to ensure that suitable tasks and activities are being undertaken across all curriculum areas by the higher achievers;
- regularly reviewing the teaching arrangements for these particular children;
- monitoring their progress through discussions with teachers and pupils;
- supporting staff in the identification of these children;
- providing advice and support to staff on teaching and learning strategies;

- liaising with parents, governors and LA officers on related issues.

7 Monitoring and review

- 7.1 The governors and Head Teacher review progress and provision for more able and talented pupils. The governors will work with the school in support of the school's efforts to help these pupils to reach their full potential.
- 7.2 Monitoring includes feedback from parents and children, as well as regular classroom observations of teaching and learning, and evaluations of children's written work. The more able and talented coordinator will provide governors with a termly update and end of year report.
- 7.3 This policy will be reviewed every two years, or earlier if necessary.

Signed:

Date: Feb 2018