



More Able and Talented Policy

Approved: 5th March 2018

To be reviewed: 5th March 2023

Introduction:

This policy has been written in accordance with the requirements of the National Curriculum.

This policy has been compiled by the leader with the assistance of all staff members.

Definition:

There are no standard definitions of the terms 'more able' and 'talented'. The UK government defines more able and talented learners as:

'Children and young people with one or more abilities developed to a level significantly ahead of their year group (or with the potential to develop those abilities).'

In addition more able and talented pupils are often distinguished in the following way:

- More able describes learners who have the ability to excel academically in one or more subjects such as English, maths, science.
- Talented describes learners who have the ability to excel in practical skills such as sport, leadership, artistic performance, or in an area of vocational skill.

Aims:

We aim to:

- Develop literate, numerate, creative, independent, enquiring and confident learners;
- Recognise and celebrate all children's gifts and talents.
- Provide a curriculum which is broad, relevant and inspires children.
- Provide a stimulating environment.

Specific aims for More Able and Talented:

- To support the abilities, personal qualities and talents of all children.
- To ensure that all children receive an education appropriate to their abilities.
- To provide teaching which makes learning challenging and enjoyable. To provide higher order thinking and questioning skills.
- To employ a wide variety of methods of recognition of potential.
- To recognise under-achievement and to seek to remove it.
- To stimulate children through extracurricular activities and through curriculum enrichment.
- To have the expectation that the curriculum for all will be extended by realising the needs of the most able.
- To train staff and to provide for these aims to be achieved.
- To compile a More Able & Talented Register and enter this on the School Census.

Teaching methods in this subject are consistent with those outlined in our Teaching and Learning policy. Where possible, cross curricular links are developed to enrich curriculum provision.

Identification:

We aim to identify at least 10% of pupils who we consider to be more able and talented.

Children are continually tested by means of national tests and assessments throughout the school. In addition the following methods will be used:

- Teacher observation and assessment
- Checklists
- Background knowledge
- The expertise of the leader in supporting the judgement of the teacher
- Peer nomination
- Parent nomination

No one single method can be entirely accurate.

The school will seek to provide an enriched curriculum for all children. Through this it will be possible to identify the most able. The school will then seek to further provide.

Provision:

More able pupils need frequent opportunities to apply their skills and understanding, and to develop their knowledge, within a secure and flexible learning environment. The learning culture should:

- Be pupil-centred, valuing pupils' own interests and learning styles.
- Encourage independence and autonomy, and support pupils in using their initiative.
- Encourage pupils to be open to ideas and initiatives presented by others.
- Be unconstrained by subject boundaries or established conventions.
- Encourage the use of a variety of resources, ideas, methods and tasks.
- Involve pupils in working in a range of settings and combinations -- as individuals, in pairs, in groups, as a class, cross-year, cross-school and inter-school.
- Encourage pupils to reflect on the process of their own learning and to understand the factors that help them to make progress.

Schemes of work in all areas of the curriculum should reflect challenging opportunities for more able and talented children.

Assessment:

Assessment is regarded as an integral part of teaching and learning and is a continuous process. It is the responsibility of the class teacher to assess all pupils in their class and to adapt planning accordingly.

Pupils' progress is being continually assessed to:

- Ensure understanding and acquisition of new skills;
- Identify individual progress; and
- Aid future planning.

Information for assessment purposes will be gathered in various ways: by talking to the children, observing them working, by marking their work. Teachers will use these assessments to plan the next steps in the learning process. Learning intentions and success criteria form an essential part of formative assessment. These are shared with the children at the beginning of the lesson and reviewed in the plenary. In this way children are involved in continuous assessment of their own learning. At the end of a unit of work teachers will assess childrens' progress against Target Tracker or the identified key learning intentions.

Role of the Leader:

It is the More Able and Talented Leader's responsibility to:

- Ensure that all aspects of this policy are put into practice.
- Ensure continuity and progression throughout the school to improve standards. This will include lesson observations, monitoring of planning and work sampling (examples to be kept by the leader).
- Advising and supporting colleagues in the teaching and assessment of More Able and Talented throughout the school. This will include the co-ordination of staff development throughout the school in this subject.
- Keeping up to date with developments, resources and initiatives within the subject and informing staff.
- Maintain and distribute resources appropriately.

- Manage the budget for their subject and assess the impact on learning of key expenditure decisions.

The Role of the Class Teacher:

- To ensure progression in the acquisition of knowledge, skills and understanding.
- To inform children of progress made and identify targets for improvement.
- To develop their own skills, knowledge and understanding within the subject.
- To identify own points for development and address these where necessary through the support of the leader or by taking advantage of further training opportunities.
- To keep appropriate on-going records.
- To plan effectively for the subject, liaising with the leader where necessary. (Refer to School Planning guidelines).
- To inform parents of pupil progress, attainment and targets for improvement.

Inclusion:

All children have equal access to the curriculum regardless of their gender, race or ability. This is monitored by analysing pupil performance throughout the school to ensure there is no disparity between groups. (Refer to SEN Policy and the Single Equality Policy)

Health and Safety:

Practice within this subject complies with the school's health and safety guidelines. (See Health and Safety Policy).

Parental involvement:

At Greenleys Junior School we encourage parents to be involved by:

- Inviting parents into school twice yearly to discuss the progress of their child;
- Inviting parents into school in the summer term to discuss the yearly report;
- Informing parents of their child's particular needs;
- Inviting parents to curriculum evenings or circulating information via half-termly newsletters; and
- Informing parents of homework expectations in each year group.