



Sedgefield

Primary School

Learning Together for Life

More Able and Talented Children Policy

1 Introduction

- 1.1 In our school we aim to provide a curriculum that is appropriate to the needs and abilities of all our children. We plan our teaching and learning in such a way that we enable each child to reach for the highest level of personal achievement. This policy helps to ensure that we recognise and support the needs of those children in our school who have been identified as more able and talented.
- 1.2 In our school the term more able refers to a child who is performing at a very high level in one or more areas. The term talented refers to a child who excels in fields, such as sport or music. Those children who are more able often have very well-developed learning skills.
- 1.3 We respect the right of all children in our school, irrespective of differences in ability, to access a number of areas of learning, and to develop the knowledge, skills, understanding and attitudes that are necessary for their self-fulfilment and eventual development into active and responsible adults.
- 1.5 The aims of our school make specific reference to teaching and learning that takes into account the needs of all children. They also identify the commitment to giving all of our children every opportunity to achieve the highest of standards. This policy guides the way in which this happens for our more able and very able children.

2 Aims and objectives

- 2.1 Through this policy we aim to:
- ensure that we recognise and support the needs of 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 able, gifted and talented children

- 3.1 We use a range of strategies to identify more able and talented children. The identification process is ongoing and begins when the child joins our school. Each child's pre-school record gives details of their achievements and interests in particular areas. Discussions with parents and carers enable us to add further details to these records.

- 3.2** Children are assessed on entry into our reception class. This gives information about their developing skills and aptitudes across several areas of learning.
- 3.3** 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. We identify them as more able and talented children when they achieve high levels of attainment across the curriculum, or in particular skills or aspects of subjects.
- 3.4** The children undertake national tests in Years 1, 2 and 6, baseline assessment data is sent to DfE for children in Reception, plus teacher assessment in Early Years and Years 1, 2, 3, 4, 5 and 6. Teachers also make regular assessments of each child's progress in all subjects of the National Curriculum or Development Matters. We compare the information from these tests with a range of national and LA (Analysing School Performance) data, in order to ensure that each child is making appropriate progress.
- 3.5** Teachers use quality marking and verbal recognition of a child's achievement, they also ensure that pupils are themselves involved with the marking of their own work, to assist in the recognition of areas of success and those in need of improvement. Teachers discuss the children's progress with parents at the consultation evenings during the Autumn and Summer terms, and report termly on each child's progress.

4 Aptitudes in English and mathematics

- 4.1** More able and very able children in English are identified when they:
- demonstrate high levels of fluency and originality in their conversation;
 - use research skills effectively to synthesise information;
 - enjoy reading and respond to a range of texts at an advanced level;
 - use a wide vocabulary and enjoy working with words;
 - see issues from a range of perspectives;
 - possess a creative and productive mind and use advanced skills when engaged in discussion.
- 4.2** More able children in mathematics are identified when they:
- explore a range of strategies for solving a problem;
 - are naturally curious when working with numbers and investigating problems;
 - see solutions quickly without needing to try a range of options;
 - look beyond the question in order to hypothesise and explain;
 - work flexibly and establish their own strategies;
 - enjoy manipulating numbers in a variety of ways.

5 Teaching and learning style

- 5.1** Teachers in our school 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 by providing:

- a common activity that allows the children to respond at their own level;
- 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 meet a variety of organisational strategies as they move through the school. Each strategy supports all children in their learning, but gives due regard to the more able learner.

5.3 We offer a range of extra-curricular activities for our children. These activities offer more able and talented children the opportunity to further extend their learning in a range of activities. These activities include sport, dance and art.

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.

6 Management strategies

6.1 One teacher co-ordinates the provision and practice within the school for more able and talented children. The co-ordinator's role includes:

- ensuring that the more able and talented register is up to date;
- monitoring teachers' planning to ensure that suitable tasks and activities are being undertaken by more able and talented children across all curriculum areas;
- regularly reviewing the teaching arrangements for more able and talented children;
- monitoring the progress of more able and talented children through termly discussions with teachers;
- supporting staff in the identification of more able and talented children;
- providing advice and support to staff on teaching and learning strategies for more able and talented children;
- liaising with parents, governors and LEA officers on issues related to more able and talented children.

6.2 The co-ordinator for our policy on more able and talented children monitors this policy on a regular basis and gives feedback to the governing body. The monitoring includes feedback from children, as well as termly evaluations of children's written work.

6.3 The co-ordinator will examine samples of work from more able and talented children, in order to monitor the progress that they are making.