



*Academically More
Able and Talented
Policy*

Document Control

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Purpose

The purpose of this policy is to ensure we recognise and support the needs of those children across the Federation that have been identified as “academically more able” or “talented”. Wirksworth Federation of Infant Schools (the Federation) believes in providing the best possible provision for children of all abilities. We plan our teaching and learning so that each child can aspire to the highest level of personal achievement. Every child has individual gifts and abilities. The Federation recognises this and is committed to ensuring that all children have the chance to succeed and realise their potential in a quality learning environment that is safe, secure, caring, purposeful and stimulating.

Scope

Children who are identified as “more able” will have demonstrated high potential in one or more subject. Children are considered talented if they have exceptional ability in the visual and performing arts, music and sports

Provision is made for more able and talented children within normal teaching time, but sometimes enrichment or extension activities are provided to promote their skills or talents still further. Whilst we recognise and cater for these particular categories of children in the Federation, at the same time we respect the right of all children, irrespective of differences in ability, to access various areas of learning.

Aims

The Federation aims to provide for the academically more able and talented children by:

- Providing a secure, stimulating and structured environment in which all children can develop an enquiring mind and achieve high standards of work.
- Liaising with parents, carers and educational agencies promoting the fact that more able and talented children have particular educational needs which must be met to realise their full potential.
- Encouraging commitment to the personal, social and intellectual development of the child.
- Encouraging a broad, balanced and appropriate curriculum for the more able and talented children;
- Encouraging full participation and strive for excellence in academic, sporting and artistic endeavours.

- Encouraging the use of a differentiated educational provision in the classroom through curriculum enrichment and extension.
- Encouraging children to develop interests through extra-curricular activities at school and in the wider community.

Identification of academically more able and talented children

We use a range of strategies to identify academically more able and talented children. The identification process is ongoing and begins when children join the Federation. 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. Children undergo baseline assessments within the first half-term of joining our reception classes. Baseline assessments give information about children's developing skills and aptitudes across several areas of learning. We discuss each child's baseline assessment information with their parents/carers, and use this information when planning for individual needs.

As children move through the school, we monitor their progress through our Federation summative and formative assessment measures to ensure they are progressing appropriate to their aptitude and ability.

Parents/carers are very much part of the identification process when it comes to recognising children's abilities and we encourage parents/carers to share their child's interests out of school with us so we can recognise, celebrate and where possible support them in school.

Each teacher regularly records, reviews and shares children's progress with their parents/carers at termly consultation evenings and progress is reported on annually in a report sent home at the end of the academic year.

Teaching and learning style

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, such as by providing:

- A common activity that allows 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 with 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.
- The opportunity to experience a range of educational visits that further enrich and develop learning.

Management strategies

The nominated teacher co-ordinates provision and practice for academically more able and talented children within the Federation. The co-ordinators role includes:

- Monitoring teachers planning to ensure that suitable tasks and activities are being planned for and show progression across the curriculum.
- Monitoring children's progress through pupil and staff discussions.
- Supporting staff in the identification of academically more able children.
- Providing advice and support to staff on teaching and learning strategies.
- Liaising with parents/carers and governors on issues related to this policy.

Priorities for development

The priorities for the development of the teaching and learning of academically more able and talented pupils will be established using advice from The Department for Education and the National Association for Able Children in Education (NACE).

Monitoring and review

The Headteacher monitors and reports to the Governing Body on the effectiveness of this policy on a regular basis and makes recommendations for further improvements.

This policy will be reviewed in accordance with the Federation's monitoring review cycle. The Governing Body may, however, review the policy earlier than this in response to new regulations or if they receive recommendations on how the policy might be improved.