

Lockington CE VC Primary School



More Able and Talented Children Policy

1 Introduction

- 1.1 All children have the right to a broad, balanced and relevant education, which provides continuity and progression and takes individual differences into account. We plan our teaching and learning so that we enable each child to aspire to the highest level of personal achievement and achieve their full potential. This policy helps to ensure that we recognise and support the needs of those children in our school who have been identified as being “more-able” or “talented”.
- 1.2 Children who are deemed “more-able” (historically known as ‘gifted’) are those who work at a consistently higher level than their peers in the core academic subjects.
- 1.3 The term “talented” is used to refer to children who show exceptional talent in other subjects such as music, physical education or art.
- 1.4 The Department for Children, Schools and Families (DCSF), the predecessor of the Department for Education (DFE), defined more able learners as: “Those children and young people with one or more abilities developed to a level significantly ahead of their year group (or with potential to develop those abilities).”
- 1.5 ‘More able’ pupils amount to 7-10% of the school population: we do not attempt to manipulate individual cohorts to ensure that this is so.
- 1.6 There will be more able and talented children in almost all classes. We will make provision for these children within the normal class teaching, but sometimes we will provide enrichment or extension activities to promote their skills and talents still further.
- 1.7 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 gifted and talented children to develop to their full potential;
 - offer gifted and talented children additional opportunities to generate their own learning;
 - ensure that we challenge gifted and talented children appropriately and extend their learning through the work that we set them;
 - encourage these children to think and work independently.

3 Identification of more able and talented children

- 3.1 We use a range of strategies to identify most able children. The identification process is ongoing, and begins when the child joins our school.
- 3.2 In the EYFS, each child's pre-school record gives details of achievements and interests in particular areas. Information from baseline assessments carried out by class teachers within the first half-term of the reception year gives information about their developing skills across several areas of learning. Therefore, we can identify children who are likely to be more able. Children identified as being "more-able" are often identified within the Foundation Stage if they 'exceed' expectations.
- 3.3 Across the school, discussions also take place with parents and carers to enable us to gain further information about a child's ability.
- 3.4 Throughout all key stages, class teachers use prior attainment and current performance to identify children that may be more able and use on-going tracking assessment to monitor progress and to ensure challenge is provided through quality first teaching in the classroom.
- 3.5 The children have regular tests to inform their progress. These involve the statutory national tests as well as our own internal tests set each year. Teachers also make regular assessments of each child's progress in all subjects of the new National Curriculum. We compare the information from these assessments where possible with a range of national and Local Authority data, in order to ensure that each child is making appropriate progress in addition to their personal predicted targets.
- 3.3 As the children progress through the school, we assess them regularly to ensure that they are making the sort of progress that we are expecting of them in their personal targets.
- 3.5 Each teacher regularly reviews the children's progress and maintains records of these judgements in their assessment files. Teachers discuss the children's progress with parents and carers at the termly consultation evenings, and report annually on each child's progress in July.
- 3.6 Gifted children in English are identified when they:
- demonstrate relatively high levels of fluency and originality in their conversation;
 - use research skills more effectively to synthesise information;
 - enjoy reading, and respond to a range of texts at a more advanced level;
 - use a wider vocabulary, and enjoy working with words;
 - see issues from a broader range of perspectives;
 - use more advanced skills when engaged in discussion.
- 3.7 Gifted children in mathematics are identified when they:
- explore a broader range of strategies for solving a problem;
 - are more curious when working with numbers and investigating problems;
 - see solutions more quickly, without needing to try all the options;
 - look beyond the question in order to hypothesise and explain;
 - work more flexibly, and establish their own strategies;
 - enjoy manipulating numbers.
- 3.8 It is important to recognise that not all more able pupils are obvious achievers. Many actually under achieve – their potential is masked by factors such as frustration, low self-esteem, Special Educational Needs, lack of challenge, and low teacher/parent expectations.

5 Characteristics of a more able child

- 5.1 More able pupils are a diverse group and their range of attainment will be varied.

They are more likely than most pupils to:

- think quickly and accurately
- work systematically
- generate creative working solutions
- work flexibly, processing unfamiliar information and applying knowledge, experience and insight to unfamiliar situations
- communicate their thoughts and ideas well
- be determined, diligent and interested in uncovering patterns
- achieve, or show potential, in a wide range of contexts
- be particularly creative
- show great sensitivity or empathy
- demonstrate particular physical dexterity or skill
- make sound judgements
- be outstanding leaders or team members
- be fascinated by, or passionate about, a particular subject or aspect of the curriculum
- demonstrate high levels of attainment across a range of subjects or within a particular subject or aspect(s) of work
- Are able to use a high level of mastery in order to work with the curriculum objectives taught

6 Disadvantaged more able and talented pupils

As with all pupils, the school is committed to ensuring that more able and talented children are fully challenged and achieve their potential through quality first teaching. Due to the allocation of additional funding and the accountability this brings, the school will ensure that disadvantaged more able pupils are provided with opportunities to not only access and embrace the curriculum but to experience learning and life skills that will develop their whole being as a child. Experiences can include additional sports, music, arts or simply new experiences that may not be available to help them because of financial constraints or difficulty. Our aim is to help our children grow existing talents and help them identify new ones. These opportunities can be provided in and/or outside of school hours.

7 Teaching and learning

7.1 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, such as by providing:

- a common activity that allows the children to respond at their own levels;
- an enrichment/extension tasks or 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.
- Opportunities for more able pupils to work with pupils of similar ability.
- Opportunities for more able pupils to teach other pupils, thus broadening their experiences and challenging them to explain concepts or methods.
- The development of independent learning by allowing pupils to organise their own work, carry out tasks unaided, progress through their work at their own pace, evaluate their work and become self-critical.
- Opportunities for children to carry out jobs and responsibilities within the school.

- Celebration of achievements and awards.

7.2 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.

7.3 In Years 5 and 6, we group pupils by ability in English and mathematics and teach the children in ability groups. This enables gifted and talented pupils to have focused teaching designed to challenge them and enable them to make maximum progress in these core subjects. Teachers regularly review the progress of children, and children move between the groups as appropriate. This enables teachers to plan work that reflects the ability band of each group.

Differentiation is recognised to be a crucial part of all lessons, and as such is not identified here as an additional strategy. However, teachers identify the more-able on the planning. Differentiated tasks within lessons are identified with the following titles: LA, MA and HA.

7.4 We offer a range of extra-curricular activities for our children. These activities offer higher achievers the opportunity to extend further their learning in a range of activities. Opportunities include a range of sporting and musical clubs, and an after-school mathematics club. The following activities are offered on a regular basis for the benefit of all pupils. However, they are particularly apt for ensuring that pupils who have displayed exceptional talent in a particular area e.g. PE are given opportunities to practice and extend their skills. These children are signposted and encouraged to attend:

- Extra-curricular activities e.g. sports and musical clubs, joint clubs with children from other schools.
- Sporting events/competitions e.g. rugby, football, athletics.
- Enrichment days e.g. artist/musician visits to school, theatre or museum trips.
- Residential experiences.

7.5 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.

7.6 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 There is a nominated teacher who coordinates the provision and practice within the school for gifted and talented children. The coordinator's role includes:

- running a register of gifted and talented pupils, and keeping it up to date;
- 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 termly discussions with teachers;
- supporting staff in the identification of these children;
- providing advice and support to staff on teaching and learning strategies;
- liaising with parents and carers, governors and LA officers on related issues.

6.2 Individual subject coordinators have responsibility for monitoring provision through lesson observations and book/work scrutiny. They also have responsibility for signposting teaching staff towards specific more-able resources.

7 Monitoring and review

- 7.1 The governor with responsibility for more able and talented monitors the school provision for more able and talented pupils. The governor will work with the school's more able and talented leader in support of the school's efforts to help these pupils to reach their full potential.
- 7.2 The coordinator for our provision for more able and talented pupils provides feedback to the governing body. The monitoring includes feedback from parents and carers and children, and monitoring of children's work.
- 7.3 The coordinator collects samples of work from the higher achievers, in order to demonstrate the standards that they are achieving. We use these examples to inform the process of identifying gifted and talented children.
- 7.4 This policy will be reviewed every three years or sooner if necessary.

Date: October 2017

Signed _____ (Chair of Governors)

Signed _____ (Headteacher)

This policy will be reviewed during the autumn term 2020.