

YSGOL GYNRADD ROGIET PRIMARY SCHOOL



More Able and Talented Policy

May 2018



This document is a statement of the aims and strategies for the more able and talented pupils at Rogiet Primary School.

1. Rationale

All children have abilities, personal qualities and talents which parents and teachers need to identify, nurture and develop. Certain children may display exceptional abilities. These pupils frequently demonstrate specific needs which arise either from their intellectual or other skills or from challenges they may face.

This next section is also included in our school Inclusion policy:

We aim to be an inclusive school, making equality of opportunity a reality for all our pupils in their everyday lives.

We aspire for all our children to become confident, secure, caring individuals who achieve personal success and develop a love of learning.

At the heart of our school philosophy are the following aims:

We aim to work within the spirit as well as the letter of the UNCRC (United Nations Convention on the Rights of the Child). We aspire for all our children to become confident, secure, caring individuals who achieve personal success and develop a love of learning.

- encourage our children to become independent learners who are happy, confident, free from harm and secure in the knowledge that their opinions are valued.
- develop in our children lively, enquiring and creative minds through a broad, balanced, enriched curriculum which provides them with the skills for the 21st century.
- enable our children to achieve their true potential and to take pride in their achievements, while respecting the achievement and talents of others.
- provide a friendly, welcoming safe environment in which everyone feels valued and appreciated.
- build strong collaborative partnerships with families and the local community.
- encourage our children to appreciate the Welsh heritage, culture and language, and respect the cultural differences of others.
- provide an environment for our children which promotes good health, nutrition and general well-being.
- promote a sense of responsibility, respect and caring for self, others, the environment and the wider community.

In the light of these aims it should be clear that we are committed to providing an environment which encourages all pupils to maximise their potential and this clearly includes pupils who display some form of talent.

2. Aims and Intentions

At Rogiet Primary we acknowledge that people learn in different ways and we recognise the need to develop strategies that allow all children to learn in a style that best suit them. We offer opportunities for more able and talented children to learn in different ways. These include through:

- being actively involved in their own learning
- developing thinking, investigating and problem solving;
- Developing their Digital Competency throughout the curriculum (DCF);
- developing their Literacy and Numeracy skills throughout the curriculum (LNF)

- research and finding out through the use of ICT, through books and talking to members of the community;
- independent work; pair work; group work; whole class work;
- encouraging pupils to ask questions and answer questions;
- developing active listening skills;
- debates and discussions, role-play and oral presentations;
- responding to music and other recorded material;
- practical activities reflected across the curriculum e.g. designing and making;
- creative activities;
- developing entrepreneurial skills;
- working in the environment around school and visiting other environments;
- providing opportunities for thinking and reflection;
- participation in physical activity and outdoor adventure activities.

We encourage more able and talented children to take responsibility for their own learning, to be involved as far as possible in reviewing and evaluating the way they learn, and to reflect on how they learn – what helps them learn and what makes it difficult for them to learn.

3. Definition

In Wales the term more able and talented encompasses approximately 20% of the total school population. It is used to describe pupils who require enriched and extended opportunities across the curriculum in order to develop their abilities in one or more areas. In our school there is a group of pupils who require greater breadth and depth of learning activities than is normally provided for the usual cohort of learners.

Ability and talent can manifest itself in many different ways, e.g. academic, practical, creative and social fields of human activity. The needs of the more able and talented pupils cannot be separated from the move to raise standards for all pupils. Research shows that schools that focus on the needs of the more able and talented improve the quality of the learning and raise standards of achievement for all pupils.

4. Identification

We recognise that more able and talented pupils can be:

- good all rounders
- high achievers in one area
- of high ability but with low motivation
- of good verbal ability but poor writing skills
- very able with short attention span
- very able with poor social skills
- keen to disguise their abilities.

Teachers use assessment and judgement, professionally and from experience through:

- analysis of information from previous phase of education
- discussion of pupils with colleagues
- discussion with the child
- peer and self evaluation
- consultation with parents and carers
- on-going assessments using open/differentiated testing
- careful record keeping
- collation of evidence (i.e. individual pupil's work).
- testing of pupils will be carried out where appropriate (including National Testing).

Organisation

We have a whole school strategy including an action plan to support the needs of the more able and talented pupils. It is a robust and reliable system that supports the more able and talented pupils through the effective deployment of all staff and resources.

Our policies and planning show breadth and balance and a range of learning/teaching opportunities. Strategies for extension and enrichment are built into our schemes of work through differentiation, use of visitors and visits to educational centres; such enrichment is evident throughout all curriculum areas.

Within each class the following strategies are employed;

- varied and flexible pupil groupings, sometimes allowing able pupils to work together, sometimes allowing them to take particular roles in mixed ability groups
- older more able pupils mentoring younger more able pupils
- differentiation by task (including differentiated homework)
- setting individual targets

Enrichment ranges from visits from national dance companies, writers and story tellers, musicians, scientists and engineers. Thus, strategies can generally be described at whole school level as aiming to;

- create an ethos where “it is OK to be bright”
- encourage all pupils to become “independent learners”
- be aware of the effects of ethnicity, bilingualism, gender and social circumstances on learning and high achievement
- use a variety of whole school strategies including:
 - enrichment weeks/special activities (when the normal timetable is suspended e.g. Roald Dahl Day, Eco Week, Empty Classroom Day, Den building day)
 - and cross-curricular projects are pursued which offer pupils more choice and responsibility, e.g. Enterprise Week
 - occasionally allowing pupils to work with a different year group
 - withdrawal across year groups
 - Outdoor Learning Programmes
 - giving pupils opportunities to serve on various working parties (e.g. Digital Leaders, Sports Ambassadors, Eco-Committee, School Council, Y Cyngor Cymraeg, etc.)
 - recognising achievement (teacher praise, Achievers’ assembly, etc.)
 - encouraging pupils to share their achievements in activities/sports outside of school as part of Achievers’ assembly.

Provision

At Rogiet we aim to provide a broad and balanced curriculum that encourages all pupils to pursue and develop their individual interests and abilities. For the majority of pupils identified as more able and talented, provision will be made within normal curriculum planning and differentiation. All classrooms provide an effective learning environment. For more able and talented pupils, that may include:

- open ended questioning
- structured and flexible group work and debate
- investigative and research work
- Use of ICT to enhance skills across the curriculum
- thinking skills

- challenging activities

At classroom level, we understand the importance of establishing pupils' prior knowledge, understanding and skills. This is achieved through;

- encouraging all pupils to become "independent learners"
- organising their own work
- carrying out unaided tasks which stretch their capabilities
- making choices about their work
- developing the ability to evaluate their work and so become self-critical

We are alert to the 'bright but lazy' pupil who could achieve excellent results if motivated and challenged. For all pupils, lack of motivation and challenge can lead to boredom and often to behaviour problems.

Pupils' abilities should be recognised and valued. Appreciation of their achievements makes an important contribution to their development.

Outside the classroom we aim to provide:

- a wide range of extra-curricular activities and clubs
- enrichment weeks and local and residential trips
- where possible, the use of outside agencies for training and provision

Finally we are aware of the danger of assuming that more able and talented pupils are easier to teach than other pupils.

Continuity and Progression

Transition meetings are held between class teachers within our school at the end of the Summer Term to ensure that the "whole child" is discussed. These meetings allow information on identification, assessment, individual attainment and achievement to be shared and recorded. Staff meet in the Autumn term to set End of Key Stage levels.

On transition from or to another school, meetings are held between class teachers / SENCO's and Heads of Year and Playgroup Leaders, at the end of the Summer Term, to ensure information on identification, assessment, individual attainment and achievement is shared and recorded.

Furthermore, all pupils have the opportunity to visit their new classes and meet their new teachers during "Move-Up" days. This includes transition from Nursery to Reception and from Year 6 to year 7.

These strategies will ensure continuity and progression in curriculum provision.

Personal / Emotional and Social Issues

Our ethos at Rogiet Primary School recognises the importance of developing the "whole child" and looks to support more able and talented pupil's social, emotional, spiritual, creative and physical development as well as their intellectual development. PSE has areas where good inter-personal and intra-personal skills and leadership qualities can be developed across the curriculum.

Monitoring, Assessment and Evaluation

The more able and talented identification grid and check list are applied at the beginning of each school year. These form the basis for discussion between class teachers and subject co-ordinators in how best to plan the pupils' learning and progress. These may also be supported by subject specific check lists taken from the "Curriculum of Opportunity".

Monitoring of more able and talented pupils' progress and achievements will be the responsibility of the class teacher supported by Head Teacher, MAT co-ordinator, subject co-ordinators and SENCO. The class teacher will keep all relevant documentation in discussion with staff, children, parents and the LA.

Assessment will be through the identification grids but also all other referenced assessment processes such as; National Tests, Gwent Music Support teachers, sports institutions (Newport County Football, Newport Gwent Dragons, etc.) and moderation of work at school and cluster level.

Named Coordinator and Named Governor

The coordinator for more able and talented is Mrs. Lauren Miles, Foundation Phase Leader. The Governor with responsibility for more able and talented is Mrs. S. Hawkins.

The coordinator for more able and talented will;

- ensure that the policy documents are relevant to the needs of the school and are prepared and regularly reviewed to reflect the requirements of the Foundation Phase Framework, the Revised Curriculum 2008, Literacy & Numeracy Framework, Digital Competency Framework, LA and National initiatives.
- give clear guidance to colleagues on the most appropriate approaches to serving the needs of more able and talented children as stated in the strategies.
- improve staff knowledge and expertise by dissemination of best practice from courses undertaken and from up to date publications, including the NACE website and websites such as Nrich.
- support the class teacher in monitoring progress and achievements of pupils identified as more able and talented and to help set targets for these pupils with the teacher.

Process for Development and Review

The more able and talented action plan dovetails into the School Improvement Plan and priorities are detailed accordingly.