



*Inspiring each other to succeed & exceed!*

## **Delph Side Community Primary School Able & Talented Policy**

At Delph Side we aim to instill a passion for learning that empowers our pupils to be successful and exceed expectation so that they develop into confident, caring individuals that are well equipped to take the future in their stride.

### **Rationale**

We at Delph Side are committed to giving all our children opportunities to develop as learners and believe that all children are entitled to receive the support and challenge necessary to help them to develop their full potential. The needs of able and talented pupils are acknowledged as part of our overall inclusion policy. We recognise the importance of identifying a wide range of abilities and talents, and of providing opportunities to nurture them. In addition we are committed to developing pupils' social and emotional skills as essential elements in the development of the whole person.

### **Definition**

At Delph Side we use the general term 'able' to refer to pupils who demonstrate or have the potential to work at a level above their peers.

Able pupils are those who have ability in more than one academic subject, for example English, Maths or History.

Talented pupils will have ability in the areas that dictate performance, for example Music, Art or Sport.

### **Identification**

Identification will be undertaken using the following methods:

- Staff nomination through observation
- Summative assessment information
- Continuous assessment data
- Foundation Stage Profile

A register of able and talented pupils will be kept by the A & T leader and can be accessed by staff at all times who will also be given a copy of the register. Highlighted copies of the register can be found in subject leader files.

Identification processes will be ongoing to allow entry to the cohort at any point. An A & T Identification Sheet will serve as a working document to monitor all children exceeding the average level of work in their class, but who fall slightly below the top 10% in order to act as a 'talent spotter'. The A & T Identification Sheet will be found in subject leader files highlighted.

### **Aims**

- ✓ To use a broad range of qualitative and quantitative data to identify our most able pupils.
- ✓ To recognise those pupils who may have the potential but currently underachieve.
- ✓ To ensure that all staff receive appropriate support and training in identifying and providing for most able pupils.
- ✓ To provide support and challenge in the classroom, within an ethos of high expectations.
- ✓ To ensure that where necessary individuals receive academic or pastoral support to overcome identified barriers to learning.
- ✓ To build on existing systems of monitoring and evaluation to track the progress of these pupils.
- ✓ To work with parents to help pupils achieve their potential and to be ambitious.
- ✓ To provide a range of additional opportunities to develop the experiences of our most able.

### **Provision**

Able pupils have diverse needs and there is no one "catch-all" approach to teaching and learning. It is clear, however, that appropriate progress will not be made without structured guidance and support. Strategies adopted should attempt to match pupils' education with their abilities and learning needs rather than with their chronological age. The main focus of effort and development should be to improve provision for able pupils in day-to-day teaching and learning.

Enhanced teaching and learning approaches suited to the needs of able pupils can be developed on a whole-school, generic basis supported by subject-specific developments built into schemes of work.

Ideally, able pupils will experience a mixture of challenge, enrichment and opportunities for pupils to broaden their learning across the curriculum to add depth to their learning.

**Acceleration:** moving through the curriculum at a faster rate than other pupils;

**Enrichment:** broadening study by including elements outside of the National Curriculum;

**Extension:** studying the standard curriculum in more depth; increasing complexity and challenge. Teachers must use assessments when planning to ensure that children are challenged in order to make progress.

Children will be given opportunities to enhance the curriculum outside the classroom through the provision of study support, clubs, competitions and visits, all of which are delivered through Delph Side's partnership work in the SHARES Cluster and West Lancashire School Sports Partnership.

### **Parental Involvement**

The able and talented programme will be a three-way partnership between parents, the student and the school. The coordinator may inform parents and make them aware that their child's ability has been recognised and that the school is seeking to ensure an appropriate educational experience is available.

### **Pastoral Support**

It is important to avoid stereotyping able pupils as each child is an individual and some children may need more support than others.

At Delph Side it is our aim to provide an environment in which able pupils feel secure enough to display their ability, to take risks and to fail. As part of this provision, consideration should be given to the extent to which able pupils have the opportunity to work with others who share their particular strengths and interests.

The school must be aware that identification as an able and talented pupil may lead to peer problems, and therefore strategies are in place in order that all children respect and value each others various attributes.

### **Monitoring and Evaluation**

A range of quantitative data is available to assist in the monitoring process: the attainment of higher examination grades, value-added analysis of-assessment data by ability group, target setting, school development planning and performance management structures.

Other concrete data may include: specific planning for able pupils in schemes of work and lessons plans, evidence of effective differentiation and challenge,

improved links with parents, other schools and the development of innovative approaches and enrichment activities within the curriculum.

Whilst more difficult to assess, it is also important to consider qualitative criteria: for example, the impact on pupil motivation, engagement with the curriculum, attitudes to learning, overall ethos, improved skills for independent learning.

Having identified useful sources of information, it is important to use this to evaluate the impact of the policy on the quality of teaching and learning and standards of achievement for the most able. The number of extra-curricular visits is not in itself a valuable criterion of success, but any subsequent impact upon pupil motivation, understanding and attainment would be.

### **Conclusion**

The success of the policy will impact on the school's ethos. At Delph Side we want our pupils to believe it is "cool to be clever" and to strive to achieve their full potential. We want our staff to feel confidence in offering appropriate levels of challenge for our most able pupils. We will measure success by both academic performance and an increase in the confidence and independence of our learners.

### **Review**

**Review of Policy:** June 2017

**Signed Governor:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Review Date:** July 2018