



Barnabas Oley School

More Able and Talented Policy

Version: 2.1

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Approved: Curriculum Committee

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Revision History

Version	Author	Summary	Review Date	Next Review
1.0	Mrs Fogg	Taken from model	Jan 2013	Sept 2015
2.0	J Hodges/ B Smith	Renamed to be in line with DfE and Ofsted terminology	Jan 2016	Jan 2019
2.1	Curriculum Committee	Minor Amends	Jan 2019	Jan 2022

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1 Ethos

'Be the best that you can be'

2 Rationale

This policy is a statement of the entitlement of children with high ability and/or talent at this school.

'Academically more able and talented' is a term used in schools to describe children who have the potential to develop significantly beyond what is expected for their age.

'Most able' refers to a child who has abilities in one or more academic subjects, such as English or maths.

'Talented' refers to a child who has skills in a practical area such as music, sport or art. These children will be performing well above their chronological age.

Our vision and values statement reflects our aspirations for all pupils.

3 Aims

- To support the abilities, personal qualities and talents of all children.
- To ensure that all children receive an education appropriate to their abilities.
- To provide teaching that makes learning challenging and enjoyable.
- To provide higher order thinking and questioning skills.
- To employ a wide variety of methods of recognition of potential.
- To stimulate children through extra-curricular activities and through curriculum enrichment.
- To have the expectation that the curriculum for all will be extended by realising the needs of the most able.
- To train staff and to provide for these aims to be achieved.
- To audit provision through Annual Review.

4 Identification

Children are continually assessed throughout the year.

In addition the following methods will be used:

- Teacher observation
- Teacher assessment
- Use of attribute checklists
- Use of prior knowledge/background
- Peer nomination
- Parent nomination

No one single method can be entirely accurate. The school will seek to provide an enriched curriculum for all children. Through this it will be possible to identify the most able.

5 Organisational issues

- Acceleration is not usually recommended because there may be social difficulties through differences in levels of maturity. It should be possible to address the needs of these children within the appropriate year group. However, there will be times when it will be appropriate for children to work with older children, through curricular activities and through visits to secondary schools.
- Withdrawal groups may be used but this must be done sensitively. Mentoring by adults or children may also be used.
- Opportunities for workshops at other schools should be taken up when possible.

6 Provision

- An effective learning environment is provided across the school embracing ICT, specific resources, a positive ethos and a championing of success.
- Enrichment/extension work is provided by all teachers in all classes as part of normal differentiated provision.
- Working with others of similar ability is important and can be made possible by group work or setting. However, working with children of mixed ability is also recognised as valuable and essential.
- Differentiation should provide activities requiring higher order thinking skills to deepen levels of understanding. More able and talented children need to be challenged.
- The role of the teacher is vital in challenging the thinking of the more able child and making learning creative and enjoyable.
- Talented pupils are authorised to attend county level tournaments, but with a limited amount of time off from school.

7 Extra Curricular activities

These are highly valued for the more able and talented child and include:

- Club activities.
- Activity days and Master classes. These may be organised by The School, the Local Authority and The Schools Cluster (CB23).
- Day and residential visits.
- The use of specialists e.g. teachers from secondary schools, visiting artists and authors.
- A broad, creative curriculum, giving children a chance to thrive.
- Specialist music tuition.

8 Continuity and Progression

- Staff will liaise at handover meetings.
- The school will liaise at Y6 transition times.
- The school will liaise with parents via annual reports and parent meetings.
- Parents and teachers will work together for the needs of the more able and talented child.
- Staff recommend opportunities for talented children.

9 Personal/Emotional and Social issues

The school has an ethos of provision for the emotional, social and intellectual development of all children which involves developing the necessary skills as well as providing for the building of self esteem.

10 Monitoring, Assessment and Evaluation

- The school will review pupils on a termly basis within each year group through Pupil Progress meetings.
- There should be reference made to more able and talented in the School Prospectus and/or Handbook.
- The school will evaluate provision through assessments and Pupil Progress meetings.
- Assigned subject specific governors will monitor and evaluate provision for these children during governor visits.