



ABLE AND TALENTED POLICY

Able and Talented Policy for St Mary's C.E. School

**Approved by Curriculum & Standards Committee:
Date of next review:**

**Autumn 2016
Autumn 2019**

Able and Talented Policy

1. AIMS

At St Mary's CE School, the Governors and Headteacher recognise the importance of a challenging and enriching curriculum for all pupils and to this end seek to offer enrichment opportunities to all through: outside visits; links to other schools; visiting specialists and participation in Borough, local and national initiatives and competitions.

We offer a broad and balanced curriculum which is based upon the requirements of the National Curriculum and provides challenges appropriate to the needs of our children.

This policy reflects our School Aim in seeking to develop each child to his/her full potential and follows the guiding principles of our Learning and Teaching Policy. It also provides opportunities to promote pupils' spiritual, moral, social and cultural development and takes into account the vision within the primary strategy: Excellence and Enjoyment.

At St Mary's CE School we support the development of the whole child and value and celebrate the abilities displayed by all our children.

We recognise that some of our children have special abilities and talents and that nurturing these is our responsibility. This is in accordance with the guidance from the DfE and subject to inspection from Ofsted.

This is an inclusive policy and should be used to drive and direct the learning of those able and talented pupils who meet the definitions as set out in Section 3. Staff should use this document to inform practice.

2. VISION

St Mary's vision for more able pupils promotes the following:

- Success
- Excellence
- Effective practice
- Emotional intelligence
- Lifelong learning
- Active citizenship
- Recognition in wider community for excellent provision
- Links to other communities
- Responsibility for own learning

We believe that these tenets also hold true for all our pupils since it is widely held that the identification and provision for able and talented pupils has a direct and positive impact on the learning and teaching of all pupils within the school. We seek to deliver a rich provision for all and so provide further opportunities for identification.

3. DEFINITION OF ABLE AND TALENTED

Governors and staff seek to provide working definitions of pupil ability within this school setting relating to the DfE definitions of able and talented pupils. These state that:

- Able and talented children are those who have one or more abilities developed to a level significantly ahead of their year group (or with the potential to develop these abilities);
- An able pupil is one who achieves, or has the ability to achieve, significantly above average (compared with other pupils in their year group) in an academic area;
- A talented pupil is one who achieves, or has the ability to achieve, significantly above average (compared with other pupils in their year group) in art, performing arts or physical education. A pupil may also demonstrate outstanding leadership, social awareness or creativity.

It should be noted that a pupil can be both 'able' and 'talented'.

4. INCLUSION AND EQUAL OPPORTUNITIES

In all planning and teaching, it is the aim of the school to develop an inclusive curriculum through:

- setting suitable learning challenges
- responding to the diverse needs of our pupils
- helping individuals to overcome barriers to learning.

In identifying and providing for able and talented children we seek to promote equality without discrimination or regard to gender, race or disability.

Some able and talented pupils may be intellectually able but have a barrier to learning and may also appear on the Special Educational Needs (SEN) register. The term dual or multiple exceptionality is used to describe this group of educationally vulnerable pupils whose profiles may be unrecognised. Such pupils may have, for example, a specific learning difficulty, ADHD or a physical disability.

We seek support, where it is needed, from the local authority (LA) services for those able and talented pupils for whom English is an additional language.

We recognise that there will be those children that are underachievers, whose abilities and talents remain undetected in the context of the school environment and those who deliberately hide their abilities. Their potential may be masked by frustration, low self-esteem, lack of challenge or low expectation. We aim to give everyone the opportunity to excel.

Provision for able and talented pupils can act to counteract disadvantage. Direct intervention is particularly critical for pupils from disadvantaged backgrounds to enable them to make full use of their abilities and to raise their aspirations accordingly.

5. IDENTIFICATION

Through our identification strategy and personalised learning approach we aim to improve our school-based provision for the most able rather than create an academic elite, and hence pupils may move in and out of the able and talented population. We believe that helping our most able learners to reach their full potential will create benefits for their fellow learners, their place of learning and the wider community.

The school will identify able and talented children from all year groups from Year 1 to Year 6. Where pupils in Reception appear to demonstrate advanced skills and abilities we will observe, offer additional activities and liaise with parents. We seek to identify more able pupils and support their development through a culture of high status, expectations and achievement, while supporting emotional intelligence.

Pupils may be identified using the following measures:

- Pupil Progress meetings
- National Curriculum Tests
- Verbal/Non-verbal Reasoning Tests
- Regular class/year group assessment
- Teacher assessment, observation, recommendation
- Standardised tests for spelling
- Self and peer nomination
- Child conferences
- Parental nomination
- Outside agencies

By closely analysing the pupil profile within the school we aim to identify up to 10% of pupils as able or talented. It should be noted that through our current assessment and teaching and learning strategies we already closely match our teaching provision to the needs of our pupils. Additional resources are available through intervention and enrichment programmes.

At the start of each academic year all class teachers and subject coordinators identify those children who meet the able and talented profile. These pupils are recorded on the school's able and talented register.

Appendix 1 highlights some of the possible characteristics of an able or talented child in KS1 and KS2.

It should be noted that those pupils showing exceptionally high levels of attainment and a wide range of capabilities and interests in learning will need carefully managed provision and resourcing. It may be difficult to assess their ultimate capability.

In addition those pupils with a particular talent may not value their gift and it may not be matched by abilities in other areas. Their socio-economic group may determine whether the pupil makes full use of their talent and they may need specific training, practice and skilled support.

6. **PROVISION**

- ❖ We offer an enriched, differentiated curriculum for all children.
- ❖ We provide an interesting and stimulating environment to motivate and enthuse pupils.
- ❖ Class teachers offer thinking activities to challenge, stimulate and provoke partner discussion.
- ❖ We provide extension work and planned enrichment activities to develop knowledge and skills through personalised learning.
- ❖ Staff offer support to higher ability pupils in class or through withdrawal groups.
- ❖ Develop resources to support these activities.
- ❖ Staff have high expectations and use questioning skills to develop children's thinking from the simple to the complex and the concrete to the abstract. We aim to develop thinking skills in the areas of knowledge, comprehension, application, analysis, synthesis and evaluation.
- ❖ Involve pupils in self assessment and/or peer assessment.
- ❖ Encourage creative thinking.
- ❖ Encourage pupils to ask questions of themselves, of each other and of other adults in the classroom.
- ❖ Support pupils in understanding the process of how they learn, their preferred learning style and the development of new opportunities for independent learning and the use of a range of learning styles
- ❖ Develop the use of ICT, digital photography, filming and other forms of technology to extend learning and skills. Teachers and support staff will remind the children how to use technology and the internet safely. They will monitor and report e-safety incidents in line with the Acceptable Use Policy (AUP).
- ❖ Staff check learning activities to ensure they offer challenges that build up levels of mastery by developing understanding in depth.

7. **ORGANISATION**

Within the classroom pupils may work in ability or mixed ability groups. There may be opportunities for children to collaborate with pupils from other year groups.

We provide various clubs in the lunch hour and after school. Membership of these clubs is voluntary and is based upon the children's interests and commitment, although children who display special abilities and talents are encouraged to join.

8. ASSESSMENT AND MONITORING

Teachers will maintain records of attainment through the school's system of formative and summative assessment. A dialogue will exist between class teacher, subject coordinators and the Able and Talented coordinator. We encourage parents to add to our information about their child so that we can maintain a complete profile.

We monitor pupil progress termly throughout each academic year in order to assess pupil progress and evaluate the effectiveness of this policy and the provision we make. We also seek feedback from both parents and pupils.

9. ROLE OF CO-ORDINATOR

The Able and Talented Coordinator has responsibility for the coordination of able and talented provision within the school. However, the identification of pupils and the planning and delivery of provision is the responsibility of all staff. The Able and Talented Coordinator works closely with class teachers, subject coordinators and support staff.

The Able and Talented Coordinator will:

- ❖ Share good practice and ideas with staff
- ❖ Update resources
- ❖ Liaise with parents
- ❖ Keep staff informed of current initiatives and research
- ❖ Identify staff inset needs
- ❖ Monitor the effectiveness of this policy

In addition governors offer a supportive and evaluative role.

10. PARENTS

Parents have access to all our policies. Staff recognise that parents have an important role to play in identifying special abilities and talents. Teachers listen to their concerns and needs. Partnership is fostered and a dialogue encouraged through letters, newsletters, assemblies, school website and parents' evenings.

11. RESOURCES

- ❖ Problem solving and investigation materials (within English and Maths resources)
- ❖ LA produced materials eg Able pupils in Maths, English Literature for Able Pupils in Year 5 and 6
- ❖ Maths in Motion software
- ❖ LA initiatives: Battle of the Books, Maths Enrichment
- ❖ Links to Universities: critical thinking project with Brunel
- ❖ Links to external agencies: NPL, St Paul's Primary School maths enrichment yrs5 and 6, Royal Society Partnership, Orleans Park School ICT, French, Sport. Maths
- ❖ Masterclasses: ICT, SSP, Languages eg Latin, Science
- ❖ Competitions: National Primary Maths Challenge, Colet Court School - Maths Challenge for Primary Schools, National Young Mathematician
- ❖ ICT: software, filming, podcasting, websites eg nrich, brainboxx
- ❖ Philosophy for children: Robert Fisher books

12. TRANSFER AND TRANSITION

Children's records are passed to other primary schools when a child moves within the primary phase. These records provide details of attainment and information about achievement and potential of our learners and their particular strengths.

This information will also be passed on when a pupil moves on to secondary school where we aim to ensure that schools are aware of a pupil's special abilities. We also aim to ensure good transition to out of borough schools.

13. PERSONAL, EMOTIONAL AND SOCIAL ISSUES

We ensure that pupils are encouraged to aim high and achieve, and that success is celebrated. We do not tolerate bullying or pressure to underachieve. We support the well being of all pupils and may offer adult or peer mentoring. We seek opportunities for pupils to use their abilities and talents to benefit other pupils and the wider community.

14. EQUALITIES STATEMENT

St Mary's CE School is committed to valuing diversity and to equality of opportunity. We aim to create and promote an environment in which pupils, parents and staff are treated fairly and with respect, and feel able to contribute to the best of their abilities.

The Governing Body recognises that it is unlawful to take into account anyone's gender, marital status, colour, race, nationality, ethnic or national origin, disability, religious beliefs, age or sexual orientation. Full consideration has been given to this during the formulation of this policy as it is the governors' aim that no-one at St Mary's CE School should suffer discrimination, either directly or indirectly, or harassment on any of these grounds.

15. MONITORING THIS POLICY

The Headteacher, SLT and Able and Talented Coordinator monitor provision from planning, samples of work, classroom observation, target setting APP and performance appraisal. Evaluating this provision feeds into the annual cycle of school evaluation, which is summarised in the School Evaluation Form (SEF). They will also check the effect of this policy in relation to ethnicity, gender and disability.

Governors monitor the success of this policy at committee level and at full Governing Body meetings through the Headteacher's report to governors.

This policy will be reviewed every three years.

APPENDIX 1

General Characteristics of able and talented pupils KS1

He or she may:

- be a good reader
- learn quickly
- get bored when asked to repeat an activity
- show original – imaginative – creative thought
- have outstanding memory
- not conform to accepted standards of behaviour
- have a wide vocabulary and show verbal fluency
- be inquisitive
- show intense concentration – may collect things
- ask lots of questions.

General Characteristics of able and talented pupils KS2

He or she may:

- learn quickly
- think quickly and accurately – showing an ability to work things out
- get bored when asked to repeat an activity
- show original – imaginative – creative thought
- have outstanding memory
- not conform to accepted standards of behaviour
- respond to questions in diverse ways
- makes connections – moving easily from the concrete to the abstract
- have a wide vocabulary and show verbal fluency
- have a range of interests.