

Policy for More Able and Talented Learners

Introduction and Definitions

At Newport Primary School we aim to provide a curriculum that is appropriate to the needs and abilities of all of our pupils. This policy helps to ensure that we recognise and support the needs of those that have been identified as being 'more able' additionally, recognising and nurturing the talented pupils.

In this policy the term '**more able**' refers to approximately 10% of the highest achieving members of the school population within each cohort. The term '**more able**' refers to a child who demonstrates a high academic ability in one or more subjects in the statutory school curriculum- reading, writing or/and mathematics. '**Talented**' refers to a child who excels in one or more non-academic areas, such as P.E, art, music or creativity, and whose level of skill may not identified by standardised tests.

School Aims

Through this policy, and as outlined in our Mission Statement, our goal is to:

- **Promote respect between learners, parents/ carers and colleagues, working together for success.**
- **Provide a rich, creative curriculum that builds upon the learners' abilities, experiences and interests, equipping them with important skills for the future.**
- **Extend each learner's knowledge, understanding and skills to the highest standard.**
- **Help each learner to see their own potential - developing confidence, independence and a positive self image.**

As a school we are committed to working for quality and equality of opportunity This policy is an integral part of the school's broader development of maximum inclusion of opportunities for all pupils and states our commitment to providing an environment in which all pupils realise their potential.

Aims

This policy is intended to support the following aims:

- The raising of aspiration for all pupils
- High expectations of achievement for all pupils
- Greater enterprise, self-reliance and independence for all children

In order to achieve these aims, we will ensure that all pupils have opportunities to develop specific skills or talents.

Identification of more able learners- from Year 1 Summer term-

We are aware that different abilities and talents emerge at different stages and in a variety of circumstances. Therefore, we do not regard a pupil's potential as being fixed. The identification process is ongoing and begins when the child joins our school. A wide range of identification strategies are used including:

- Discussions with parents and carers
- Tracking progress- top 10% of each cohort in reading, writing and/or mathematics. Once a child has been identified, the child's progress will continue to be closely tracked and provision monitored.
- Assessment test (e.g. baseline assessments, reading ages, QCA, SATs etc.)
- Teacher observation and assessment
- Information from previous schools (if appropriate)
- Checklists of characteristics.

Identification of talented pupils- talents will be recognised, monitored and nurtured

- Teacher observation and assessment
- Specialist staff (e.g. sports coaches, peripatetic music teachers, artists in residence)
- Information from previous schools (if appropriate)

Provision for more able and talented learners

More able

It is our belief that challenging the **more able** pupils will result in enhanced provision and achievement for all learners, irrespective of ability. Staff plan carefully to meet

the learning needs of all pupils and a variety of activities are provided within each learning context. In Nursery and Reception, group targets are set and from year 1 onwards, individual pupil targets in English and Mathematics are introduced. Where pupils are grouped by ability, staff regularly review progress made and learners move between groups as appropriate.

Talented

We offer a wide range of extra-curricular activities for our pupils. These activities offer the opportunity to further develop their skills. Opportunities include a range of enrichment days, residential experiences, a range of school clubs, as well as sporting and musical activities.

Pupils in every year group have the opportunity to experience a range of educational activities that further enrich and develop learning during the course of each academic year. Such experiences may include specialist's sports, gymnastics and dance coaching, and a variety of art enrichment experiences- in line with specialist secondary schools.

We aim to provide all learners, including those more able and talented with the opportunity to:

- Set and share clear targets to help each learner to progress towards and beyond age related expectations.
- Provide every learner with a range of challenging opportunities that will promote decision making, problem solving and effective communication.
- Help our learners to develop the skills, interests, values and personal resources that will successfully equip them for a rapidly changing world, irrespective of their gender, ability, age, race or religion.
- Ensure that learners are polite, courteous and well mannered.
- Foster positive partnerships with learners, families, colleagues and the wider community.
- Provide support, encouragement and challenge for all learners.
- Provide a safe, stimulating, exciting environment.

The learning environment/curriculum

At the heart of good provision for the more able and talented will be what happens in the classroom. Pupils may present challenging behaviour to staff. The challenges may come in the form of asking difficult questions, refusal to complete a task, making negative remarks.

These pupils may require as much adult intervention and encouragement as do the least able children. They may lack confidence in their own ability, or judgement, in the same way as any other pupil.

The effective classroom and curriculum should provide opportunities for:

- Self direction and using independent thought and action- working walls, focal marking & individual reading, writing and mathematics targets.
- Group work - in order to give them a chance to work with similar pupils and also to give them the opportunity to lead others
- Experiencing failure or difficulty in a nurturing environment
- Debate and discussion
- Imaginative/creative work

Enrichment or extension?

Enrichment allows the child the opportunity to work at a deeper or more complex level. Challenging/open questions might further stimulate the learner and may lead to a deeper understanding of a subject/topic.

For example:

'What would happen if...'

'Why would you think that is the case?'

'Why do you think that the author chose to end the book in that way?'

Enrichment offers a horizontal flexibility to the curriculum within the child's teaching group. These sorts of activities can also be undertaken at home or at out of school events. Extension enables the learner to move through the curriculum at a faster rate than their peers. This may mean that a pupil can make rapid progress but may not be emotionally ready to cope. Extension tasks should encourage:

- Reflection
- Recognition that there may be a range of answers
- Consideration of difficult or problematic questions
- Recognition of connections between past and present learning

Roles and Responsibilities

The class teachers:

- Looking for chances to widen the learning activities through the opportunities they provide in their planning
- Providing an active curriculum
- Providing a creative curriculum
- Providing an exciting environment where children want to be e.g. interesting
- Writing areas/role play areas, interactive displays, etc.
- Encouraging pupils to take risks, to play with ideas, and to see failure as a learning opportunity
- Nurturing the more able, as they would the least able, both academically and emotionally
- Helping pupils to set their own goals for improvement
- Monitoring the performance of the most able
- Providing rigorous and constructive feedback, as often as possible, on pupil's work through evaluative marking
- Seeking help from colleagues who might be experienced in this area
- Liaising with parents and carers

The Head Teacher, Standards leader and SLT:

- Supporting the staff in their identification and monitoring of provision and the progress the more able pupils
- Acting as an advocate for the more able pupils
- Keeping a School Register of more able pupils
- Reporting to the Governing Body
- Sharing information with staff and contributing to CPD (continuing professional development)
- Contributing to whole school policy making, self evaluation and resource allocation
- Liaising with the governors and members of the community
- Encouraging the development of suitable in-house extra-curricular activities

Governors:

- Ensuring that a named governor has responsibility for more able and/or Talented
- Ensuring that the school meets its statutory responsibilities towards more able learners.
- Undertaking visits to monitor and evaluate the more able provision

To be reviewed Feb' 2014 Lisa Prest & SLT

Appendices- Inclusion Policy.