

*'...those who hope in the LORD will renew their strength.
They will soar on wings like eagles; they will run and not grow weary,
they will walk and not be faint.'* Isaiah 40:31

connect | nurture | aspire | learn | excel | hope



Reculver Church of England Primary School



More Able and Talented Pupils Policy

Date of next Review: October 2018

Policy Document for More Able & Talented Pupils

Rationale

The aim of this policy is to outline provision for more able and talented pupils in school and is based on the recognition of the importance of early identification and support systems to ensure this vulnerable group continues to progress. It will outline a common and systematic approach to identification, assessment and provision and is an integral part of equal opportunities for all pupils.

Aims

The school aims to provide able and talented pupils opportunities to demonstrate and develop their full potential in an atmosphere which encourages breadth of learning. They will also be encouraged to participate in extra-curricular activities where their skills may also be utilised. The school shall offer a broad, balanced and challenging curriculum delivered in a wide variety of teaching and learning situations which will identify and foster ability and talent in large numbers of pupils. Within such a curriculum, these pupils will be challenged to work at higher cognitive levels and shall be given opportunities to develop their specific skills and talents. The importance of developing the whole child socially, emotionally and intellectually shall also be recognised. More specific aims include:

- To identify and register children with special talents and aptitudes.
- To meet the needs of pupils with an advanced ability within the curriculum and through setting arrangements for Numeracy.
- To extend our most able mathematicians through our mastery curriculum with daily access to problem-solving activities. This requires the application of mathematical skills to real-life problems.
- To provide a range of extension material to meet the demand for enrichment within the curriculum.
- To incorporate intellectual challenge through the quality rather than the quantity of work.
- To provide self-initiated and self-directed learning that will encourage the able child to develop knowledge that is worth pursuing.
- To offer some skill-based activities to provide increased stimulation and problem-solving.
- To provide additional enrichment days for the most able and talented through use of the MAT budget eg: Maths Enrichment Days and More Able Writing days.
- To offer club/extra-curricular activities for the more able children, including sports clubs, competitions and tournaments, art and music clubs and the Reculver Times writing group for our more able writers.

- To promote additional opportunities for those with specific talents within the visual and dramatic arts through special events such as talent shows, art days and musical events (eg Young Voices at the O2)
- To provide access to inspiring visitors including authors, journalists and artists.
- To further promote opportunities for our most able children in art through our participation in the Artmark scheme. This includes outreach work with world class art organisations such as The Turner Contemporary gallery, with whom we are engaged in an Arts Award project including gallery projects and in-school workshops.
- To provide curriculum enrichment of direct benefit to our most able children through our links with the Spires Academy. Through the provision of subject specialist teachers, we hope to enrich our creatively talented children through music and drama activities.

Definitions

There are several aspects of exceptional ability that need recognition and should be taken into account.

Able pupils are identified as the top 5 – 10% of the school's ability range.

"Gifted (More able)" pupils are defined as those with particular abilities in one or more subjects of the statutory school curriculum.

"Talented" pupils are defined as those with particular abilities in the creative or performing arts.

The range of attainment for this group of pupils will be wide and varied and may include:

- physical/kinaesthetic ability
- musical ability
- linguistic ability
- logical/mathematical
- mechanical/spatial ingenuity
- skill in visual and performing arts
- leadership and social awareness
- high intelligence
- creative and productive thinking
- specific aptitudes in one or more subjects

Identification/recording/monitoring

The school recognises that ability and talents have many forms and manifest themselves continually.

A variety of strategies will therefore be employed to identify able pupils.

These strategies include:

- Key stage 1 results
- Baseline assessments at the start of year 3 (NFER/CAT)
- Teacher appraisal through observation, questioning and work scrutiny
- Test scores and academic achievement
- Pupil tracking – monitoring points progress
- Identification of underachieving pupils through regular Pupil Progress Meetings
- Use of checklists
- External assessments, e.g. educational psychologist, sports coach
- Annual review and evaluation of the register whereby pupils may move in and out of the cohort

The school aims to use a broad spectrum of the above identification methods in an effort to include all pupils who may fall into this category, particularly any underachieving pupils who may conceal particular aptitudes with poor performance or behavioural problems.

The school also recognises that some able pupils may become underachievers due to having English as an additional language or because they have other specific learning needs or physical disabilities. An annual audit of SEN pupils shall be used to help identify MAPs (more able pupils) within this group.

A central register of named pupils shall be kept and reviewed annually along with assessments used in the monitoring process.

Our children who are working at greater depth within the curriculum have already been identified and assessed as having a high level of ability within Maths, Reading or English. We also monitor children throughout the school who attained highly at the end of KS1 and ensure that they have access to appropriately stimulating learning to maintain this high level. Key Stage Leaders in Middle and Upper School are kept up to date with the levels and progress of these children and class teachers are supported in monitoring and challenging them.

Provision

The majority of work with MAPs will take place in the mainstream classroom and needs shall be met within our own curriculum context. Children will be given opportunities to:

- Carry out personal research and work independently to solve problems.

- Use mind/concept mapping to record/memorise ideas.
- Work at their own level in class English and Maths sets.
- Engage in enrichment activities, including investigations, which promote and support a higher level of thinking and creativity.
- Understand that it is OK to fail or misunderstand.
- Join extra-curricular clubs to develop particular skills and abilities.
- Develop leadership skills.
- Engage in open-ended activities and investigations
- Use a variety of means to demonstrate knowledge e.g. class talks, presentations etc.
- Value each other's contributions and efforts.
- Read around curriculum subjects, including difficult texts, and utilise greater precision in use of language.
- Develop problem-solving, lateral and higher-order thinking skills through a variety of enrichment activities using e.g. thinking hats or TASC wheel.
- Develop metacognition by using peer and self-evaluation.

Within the school day the following approaches to working with the able child may be utilised:

- Differentiation
- Extension and challenge
- Enrichment
- Acceleration
- Use of questioning
- Problem solving
- Development of thinking skills
- Interactive teaching styles
- Use of assessment

- Differentiated homework
- Pupil groupings in class
- Challenge within subjects
- Additional classes e.g. enrichment groups.
- Use of MAP's as leaders of learning.

Out of school activities may include:

- School clubs
- Musical activities
- Drama productions
- Competitions and events
- Links with external organisations such as the Turner Contemporary
- Enrichment days at other schools
- Participation in exhibitions eg the Horsebridge Gallery in Whitstable

Partnership with Parents

Parents may be invited to contribute to the identification process and will be kept informed of programs and progress through the usual consultation process. Homework may be given to these and other pupils in line with the homework policy. Additional meetings may be called according to individual needs.

Roles and Responsibilities

The senior management team shall:

- Work together with governors, staff, parents and pupils to develop an effective whole-school approach which is overseen and managed by the designated gifted and talented co-ordinator.

The co-ordinator shall:

- Draw up and update the policy for more able and talented pupils and assist subject leaders in revising policies to take account of the needs of these pupils.

- Ensure that tracking and monitoring procedures are in place throughout the school and that they are used to maintain a register of more able and talented pupils.
- To promote opportunities for more able and talented pupils to work together.
- Provide subject leaders with points of contact in order to liaise with local secondary schools.

Subject Leaders shall:

- Be aware of named pupils who may be more able or talented in their subject.
- Support and advise staff as to enrichment activities which may be used to support these pupils.
- Liaise with local secondary schools to organise activities for MAP's in their subject.
- Monitor current provision for A & T pupils in their subject area, advise the A & T co-ordinator of progress towards improvement and be involved in reviews and future action planning.

The Governing Body shall:

- Oversee the school's provision for more able and talented pupils.
- Liaise with and offer support to the school's MAT co-ordinator.

Rowan Wright

MAT Leader

Last updated 12/11/17

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