



MOST ABLE AND TALENTED POLICY

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This policy and procedure is subject to The Equality Act 2010 which recognises the following categories of individual as Protected Characteristics: Age, Gender Reassignment, Marriage and Civil Partnership, Pregnancy and Maternity, Race, Religion and Belief, Sex (gender), Sexual orientation and Disability.

VISION

At Greenleas School we wish to provide the very best education through a curriculum that is stimulating and challenging. We respect the rights of all children in our school, irrespective of differences in ability, to develop the knowledge, skills, understanding and attitudes that are necessary for their self-fulfilment and eventual development into active and responsible adults. We recognise and support the needs of those children in our school who have been identified as 'more able' and 'talented' according to set criteria:-

Most Able learners are defined as those who have abilities in one or more subjects in the statutory school curriculum, other than art and design, music and PE. They have the capacity for, or demonstrate, high levels of performance in an academic area. This also includes children who are leaders or role models and who display outstanding leadership and/or social skills.

Gifted children are defined as those with an innate ability, who present a natural, outstanding aptitude or competence for exceptional performance.

A talented pupil is one who demonstrates high levels of achievement with a specific ability in a non-academic area, including art, music, sport or the performing arts.

AIMS

We aim to:

- recognise and support the needs of all children,
- enable children to develop their full potential,
- offer opportunities to extend and/or deepen learning,
- ensure appropriate challenge is provided,
- encourage children to think and work independently,

LEARNING AND TEACHING

A range of strategies is used to identify more able and talented children. The identification process is on-going and uses both qualitative and quantitative information. Children can be identified in any year group and usually account for 5-10% of the school population. Identification is based on ability and not purely on achievement. It is accepted that children can 'underachieve' for a variety of reasons and we recognise that more able and talented children may be:

- Good all-rounders,
- High achievers in one area,
- Of a high ability but with low motivation,
- Of good verbal ability but with low writing skills,
- Very able but with a short attention span,
- Very able but with poor social skills,
- Keen to 'disguise' their skills.

We strive to make the best possible provision for all pupils with additional needs. Careful planning ensures that all children can aspire to the highest levels of personal achievement. 'Most able' children are present in most classes and we therefore make provision within lessons, planning and teaching broadening/deepening tasks and also providing learning opportunities which require higher order skills to be employed. Enrichment and/or extension activities are provided to engage skills and talents further.

Teachers plan carefully to meet the learning needs of all our children and provide:-

- common, open-ended activities which allow children to respond at their own level,
- Opportunities to progress through activities at different rates and with some choice of direction and outcome.
- enrichment activities that broaden learning in a particular skill or knowledge area,
- individual activities within a common theme that reflect a greater depth of understanding and use of higher order thinking and skill set,

Learning is also enhanced outside of school through open ended learning log activities linked to the work being undertaken in classes. A range of extra-curricular activities are available which offer opportunities to extend learning further through a range of contexts. These include sporting, music and lunch-time clubs. All children have the opportunity to experience educational visits, enrichment activities and visitors to school. In addition to these opportunities, children identified as more able and talented may access a range of wider community projects, for example writing competitions.

ASSESSMENT

The assessment process begins when children join school. Each child's pre-school record provides details of their achievements and interests in particular areas. Discussions with parents and carers enable further detail to be added. Children undergo initial assessments in the reception year which provide teachers with a baseline, from which skills and aptitudes are developed across several areas of learning.

Most able pupils are a diverse group and their range of attainment will be varied. They are more likely than most pupils to:

- think quickly and accurately
- work systematically
- generate creative working solutions
- work flexibly, processing unfamiliar information and applying knowledge, experience and insight to unfamiliar situations
- communicate their thoughts and ideas well
- be determined, diligent and interested in uncovering patterns
- achieve, or show potential, in a wide range of contexts
- be particularly creative
- show great sensitivity or empathy
- demonstrate particular physical dexterity or skill
- make sound judgements
- be outstanding leaders or team members
- be fascinated by, or passionate about, a particular subject or aspect of the curriculum
- demonstrate high levels of attainment across a range of subjects or within a particular subject or aspect(s) of work
- Are able to use a high level of mastery in order to work with the curriculum objectives taught

Assessment is regarded as an integral part of teaching and learning as children progress through school, and is an on-going process. Assessments are used to inform planning and complete the evaluation cycle. It is the responsibility of the class teacher to assess all children in their class.

Lessons are structured with opportunities for Assessment for Learning throughout. This enables teachers to evaluate what has been learned, review success criteria and address misconceptions.

Progress measures of children identified as most able and talented are completed half-termly. Data outcomes are used to evaluate the impact of learning and teaching for this particular group, and also to inform future planning.

REPORTING

Children's progress, achievements and attainment are reported at parents' consultations during the autumn and spring terms and also twice a year through a written report. SATs results are available to parents at the end of Key Stage 1 and are used to inform assessment. Outcomes at the end of KS1 are assessed against the Interim Teacher Assessment Framework and are reported nationally and to the Local Authority. Outcomes at the end of Year 4 are also reported to the Local Authority.

MONITORING AND EVALUATION

Subject leaders will:

- support teachers to identify most able and talented children,
- manage and update a register of most able and talented children,
- monitor planning to ensure appropriate tasks and activities are planned across all curriculum areas,
- review learning by conducting book scrutinies,
- analyse data to evaluate the progress,
- provide advice and support to staff on learning and teaching strategies,
- liaise with parents and carers, senior leadership team and governors