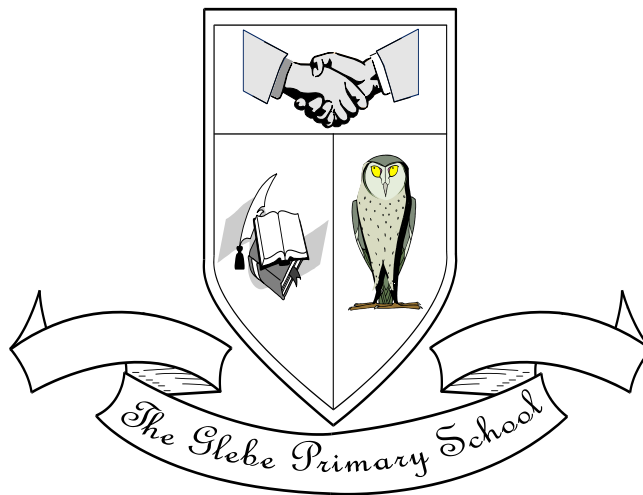


Review: Spring 2020

# **THE GLEBE PRIMARY** **SCHOOL**

## **Most Able & Talented Pupils Policy**





## **Gateway to Learning where Every Body excels**

### **Most able and Talented Children Policy**

#### **1. Introduction**

##### **Our Vision**

We value every child's individuality

We value the development of the whole child-academically, physically, emotionally, socially and spiritually.

We value a broad and rich experience, alongside academic success.

We value a happy, caring, sustainable, and safe environment.

We value the contribution we make to, and receive from, parents and the wider community.

We value the development of all staff to achieve their full potential.

We value dynamic leadership and management.

Our aim is for each individual in the school community, regardless of gender, race, culture and background, to reach their full potential in an inclusive environment where happiness and security are a priority. High expectations in teaching, learning and behaviour are reflected in the excellence and enjoyment at the centre of our vision. Working together in an honest and respectful partnership is the way forward.

- 1.1** In our school we aim to provide a curriculum that is appropriate to the needs and abilities of all our children. We plan our teaching and learning in such a way that we enable each child to reach for the highest level of personal achievement. This policy helps to ensure that we recognise and support the needs of those children in our school who have been identified as 'most able' and 'talented' according to national guidelines.

In the national guidelines the terms are distinguished as follows:

The DCSF (Department for Children, Schools and Families), the predecessor of the Department for Education (DFE) defines able learners as:

**"Those children and young people with one or more abilities developed to a level significantly ahead of their year group (or with potential to develop those abilities)."**

- 1.2 In these guidelines the term 'most able' refers to a child who has a broad range of achievement at a very high level. Those children who are most able often have very well-developed learning skills. The term 'talented' refers to a child who excels in one or more specific fields, such as sport or music, but who does not perform at a high level across all areas of learning. In our school, however, we use the terms 'very able' and 'more able' for children who, at a national level, are referred to as 'most able' and 'talented'.
- 1.3 About 10 per cent of our children are 'more able', with strength in one area or a range of areas. The top 2 per cent of our children are 'very able', i.e. outstanding in one area or a range of areas.
- 1.4 We respect the right of all children in our school, irrespective of differences in ability, to access a number of areas of learning, and to develop the knowledge, skills, understanding and attitudes that are necessary for their self-fulfilment and eventual development into active and responsible adults.
- 1.5 The mission statement of our school talks of valuing the individuality of all our children. The aims of our school make specific reference to teaching and learning that takes into account the needs of all children. They also identify the commitment to giving all our children every opportunity to achieve the highest of standards. This policy guides the way in which this happens for our more able and very able children.

## **2. Aims and objectives**

- 2.1 Through this policy we aim to:
- ensure that we recognise and support the needs of our children;
  - enable children to develop to their full potential;
  - offer children opportunities to generate their own learning;
  - ensure that we challenge and extend the children through the work that we set them;
  - encourage children to think and work independently.

## **3. Identification of more able and very able children**

- 3.1 We use a range of strategies to identify more able and very able children. The identification process is ongoing and begins when the child joins our school. Each child's pre-school record gives details of their achievements and interests in particular areas. Discussions with parents and carers enable us to add further details to these records.
- 3.2 Children undergo baseline assessment within the first half-term of joining our reception class. This gives information about their developing skills and aptitudes across several areas of learning.
- 3.3 As the children progress through the school, we test them regularly to ensure that they are making the sort of progress that we are expecting of them in their personal targets. We identify them as more able and very able children when they achieve high levels of attainment across the curriculum, or in particular skills or aspects of subjects.

- 3.4** The children undertake national tests in Year 2 and Year 6, plus the optional national tests in Years 3, 4 and 5. Teachers also make regular assessments of each child's progress in all subjects of the National Curriculum. We compare the information from these tests with a range of national and LA data, in order to ensure that each child is making appropriate progress.
- 3.5** Each teacher regularly reviews the children's progress and records this in the School Progress Profile and internal tracking. Teachers discuss the children's progress with parents at the termly consultation evenings, and report annually on each child's progress in July.

#### **4. Aptitudes in English and mathematics**

- 4.1** More able and very able children in English are identified when they:
- demonstrate high levels of fluency and originality in their conversation;
  - use research skills effectively to synthesise information;
  - enjoy reading and respond to a range of texts at an advanced level;
  - use a wide vocabulary and enjoy working with words;
  - see issues from a range of perspectives;
  - possess a creative and productive mind and use advanced skills when engaged in discussion.
- 4.2** More able and very able children in mathematics are identified when they:
- explore a range of strategies for solving a problem;
  - are naturally curious when working with numbers and investigating problems;
  - see solutions quickly without needing to try a range of options;
  - look beyond the question in order to hypothesise and explain;
  - work flexibly and establish their own strategies;
  - enjoy manipulating numbers in a variety of ways.

#### **5. Teaching and learning style**

- 5.1** Teachers in our school plan carefully to meet the learning needs of all our children. We give all children the opportunity to show what they know, understand and can do, and we achieve this in a variety of ways when planning for children's learning by providing:
- a common activity that allows the children to respond at their own level;
  - an enrichment activity that broadens a child's learning in a particular skill or knowledge area;
  - an individual activity within a common theme that reflects a greater depth of understanding and higher level of attainment;
  - the opportunity for children to progress through their work at their own rate of learning.
- 5.2** Children meet a variety of organisational strategies as they move through the school. Each strategy supports all children in their learning, but gives due regard to the more able and very able learner.
- 5.3** We set targets for English and mathematics and Science.

- 5.4** We offer a range of extra-curricular activities for our children. These activities offer more able and very able children the opportunity to further extend their learning in a range of activities. Opportunities include a range of sporting and musical clubs and an after school mathematics club.
- 5.5** Learning is also enriched through regular homework activities linked to the work being undertaken in classes. This offers teachers a further opportunity to set work at the level of individual children.
- 5.6** The children will also have the opportunity to experience a range of educational visits that further enrich and develop learning.

## **6. Management strategies**

- 6.1** One teacher co-ordinates the provision and practice within the school for more able and very able children. The Most Able and Talented leaders role includes:
- ensuring that the more able and very able register is up to date;
  - monitoring teachers' planning to ensure that suitable tasks and activities are being undertaken by more able and very able children across all curriculum areas;
  - regularly reviewing the teaching arrangements for more able and very able children;
  - monitoring the progress of more able and very able children through termly discussions with teachers;
  - supporting staff in the identification of more able and very able children;
  - providing advice and support to staff on teaching and learning strategies for more able and very able children;
  - liaising with parents, governors and LA officers on issues related to more able and very able children.
- 6.2** The Most Able and Talented leader monitors this policy on a regular basis and gives feedback to the governing body. The monitoring includes feedback from parents and children, as well as regular classroom observations of teaching and learning.
- 6.3** The Most Able and Talented leader collects samples of work from more able and very able children, in order to demonstrate the standards that they are achieving. We use these examples to inform the process of identification of more able and very able children

# THE GLEBE PRIMARY SCHOOL

## Most Able and Talented Pupils Policy

This Policy has been approved by the  
Governing Body of the Glebe Primary School

To be reviewed: Spring 2020