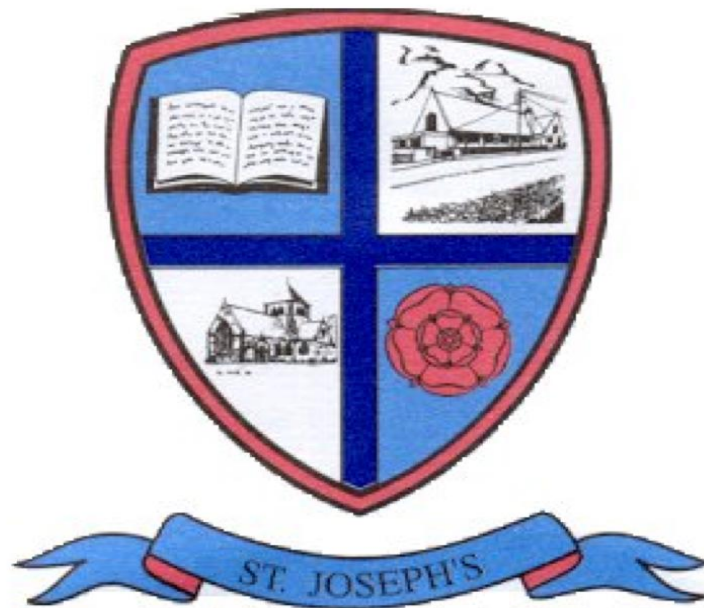
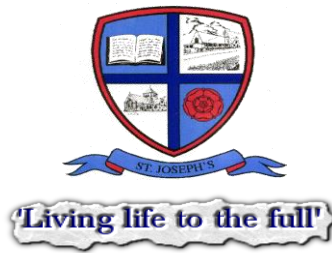


# **ST JOSEPH'S CATHOLIC PRIMARY SCHOOL**



## **MORE ABLE OR TALENTED POLICY**

**Reviewed: May 2022**  
**To be reviewed: May 2024**



## ST JOSEPH'S CATHOLIC PRIMARY SCHOOL WRIGHTINGTON MORE ABLE OR TALENTED POLICY

St. Joseph's Catholic Primary School welcomes pupils with a wide range of abilities. Each pupil is perceived to be an individual of great value. We strive to provide a secure yet challenging educational environment that will stimulate the development of all students and enable them to maximise their potential. This policy outlines the purpose, nature and management of the teaching and learning of more able able or talented pupils at St. Joseph's.

### **Aims:**

- To recognise the specific needs of more able pupils in our school
- To provide more able pupils with learning experiences tailored to their individual learning styles
- To ensure that more able pupils are motivated to achieve to the best of their ability
- To provide opportunities for more able pupils to work at high cognitive levels and/or develop specific skills or talents.
- To offer more able pupils opportunities to generate their own learning
- To ensure that parents of more able pupils are kept informed of their child's progress and given information about any NWGT courses that the school feel would be beneficial to their child

Being more able alone does not guarantee success. More able or talented pupils require encouragement and support similar to that given to children who find learning difficult if they are to achieve their full potential.

More able pupils need to be identified, targeted, supported and challenged. Strategies need to be devised and implemented and pupil progress needs to be monitored. This is not to say that pupils with additional needs are more worthy of individual attention than other pupils – rather that, within a framework of equal opportunity, they are entitled to have their needs recognised and addressed.

### **Definitions:**

- More able describes a child who achieves, or has the ability to achieve, a level significantly ahead of their year group. This will usually only be within a limited range of the curriculum, not it's entirety;
- Talented describes a child who excels in sporting, musical or artistic or technological ability.

### **Identification of more able or talented pupils:**

At St. Joseph's we use a range of strategies to identify more able or talented children. The identification process is on-going and begins when the child joins our school.

Strategies used include:

- Class teacher observation, assessment and nomination;
- Evidence from other sources (including, discussion with parents/carers, pre-school records, observations of other teachers or teaching assistants and information from specialist outside providers);
- Input from outside agencies, if applicable.

### **Curriculum:**

We are committed to developing a flexible and differentiated curriculum that offers a broad and balanced learning experience for all our pupils. For our more able or talented pupils we introduce challenge by increasing breadth (enriching learning through additional material beyond the core curriculum of the majority of the class), depth (extending learning by asking pupils to delve deeper into a certain topic, arrange their own thinking or problem solve) and pace of learning within individual lessons or topics as appropriate.

***“Meeting the educational needs of the (more able) is about building on good general school provision, not about providing something entirely different.”***

**Professor Deborah Eyre, 2001.**

Our teachers plan carefully to meet the needs of ALL our children. Children of all abilities are given the opportunity to show what they know, understand and can do. In the classroom, teachers use a range of strategies designed to meet the specific needs of more able or talented pupils including:

- Providing opportunities for children to use higher level thinking and questioning skills within focused enrichment and extension activities (***see appendix 1***);
- Using varied and flexible groupings within the class;
- Providing more able children with opportunities to work within a team, both in and out of leadership roles;
- Encouraging more able or talented pupils to develop their skills in areas where they are less confident so that they take risks, experience setbacks and have opportunities to deal with ‘failure’ within a supportive environment.

It is the responsibility of the class teacher to ensure that all members of staff working within their classroom are aware of pupils identified as more able or talented and of any special measures that have been put in place to specifically cater for those pupils.

### **Enrichment and Extension Activities:**

- Enrichment involves tasks that broaden the child's skills and understanding.
- Extension involves tasks that increase the depth of study in a specific area.

Through enrichment and extension activities more able or talented pupils are encouraged to:

- Use their initiative
- Formulate questions
- Solve problems
- Seek alternative answers
- Make judgements based on confidence in their own abilities
- Develop a bank of skills (a toolbox)
- Develop an understanding that skills can be used individually or in association with each other in order to complete a single given task
- Participate in extra curricular activities and outings
- Participate in regional NWGT courses/inter-school competitions

### **Roles and Responsibilities:**

The role of the class teacher is to:

- Plan lessons that will motivate, challenge and extend the able, gifted and talented pupils in their class;
- Record enrichment/extension tasks clearly on planning;
- Give feedback (verbal or written as appropriate) relating to the holistic development of more able or talented pupils in addition to objective specific feedback, e.g. I'm really proud of you for keeping going today. Look how well you have done because you didn't give up!
- Monitor pupil progress informally on a daily basis and formally in line with the schools assessment policy;
- Report to parents at parent consultation meetings and parents evening;
- Report pupils who they observe to be more able or talented to the subject leader and SLT.

The role of the subject leader is to:

- Monitor the on-going progress of all pupils identified as more able or talented;
- Compile the school register of more able or talented pupils;
- Liaise with the local authority more able and talented team;
- Liaise with parents to promote extra-curricular extension/enrichment activities, including NWGT courses;
- Liaise with the SSP to promote extension/enrichment sporting activities for talented pupils;
- Arrange inter-school maths/reading competitions for more able pupils;
- Arrange Y6 careers weeks to raise aspirations.

**Questioning matrix to promote a breadth of questions requiring varying levels of thinking**

As the matrix proceeds from left to right, and from top to bottom, the level of thinking required for these questions is increased. Typically, a question beginning with 'What is...' requires recall or simple identification of a fact, whereas a question beginning with 'How might...' provokes a child to consider the information they already have and use their imagination to compose an answer.

		Event	Situation	Person	Choice	Reason	Means
		What	Where/when	Who	Which	Why	How
Present	Is	What is...?	Where/when is...?	Who is...?	Which is...?	Why is...?	How is...?
Past	Did	What did...?	Where/when did...?	Who did...?	Which did...?	Why did...?	How did...?
Possibility	Can	What can...?	Where/when can...?	Who can...?	Which can...?	Why can...?	How can...?
Probability	Would	What would...?	Where/when would...?	Who would...?	Which would...?	Why would...?	How would...?
Prediction	Will	What will...?	Where/when will...?	Who will...?	Which will...?	Why will...?	How will...?
Imagination	Might	What might...?	Where/when might...?	Who might...?	Which might...?	Why might...?	How might...?

Children should be exposed to all of the questions within this matrix but be provided with the support necessary to engage in the questions appropriately, for example, thinking time, skills and practice of discussion and reasoning, listening and responding to other contributions etc