

More Able and Talented Policy 2017-2018



This policy promotes and enables children to access

Article 29 'Children's education should develop each child's personality, talents and abilities to the fullest.'

Definition of the term "More Able and Talented"

The term "More Able and Talented" is used to describe those pupils, who we believe require opportunities for enrichment and extension across the curriculum, and a greater breadth and depth of learning activities that go beyond those provided for the general cohort of learners.

More able pupils are those with ability, or abilities, beyond the large majority of their peer group. Within this broad category are more able pupils and pupils with particular talents.

Rationale

At St. Oswald's Catholic Primary School we believe in personalised education so that all children can reach their potential. We seek to provide learning opportunities for all abilities across a range of curriculum areas so that talents can be nurtured in many areas of school life.

Our provision for more able and talented pupils may come through specific, planned opportunities in lessons, at home or through extra-curricular activities.

As an inclusive school we believe that more able and talented children should be provided not only with differentiated work to challenge and motivate their abilities, but also that their learning should impact positively on their peers, raising attainment throughout the school. For example, more able and talented children may lead mixed ability group learning opportunities, feedback their knowledge to the class or take part in investigations at their own level. All of this feeds into an acknowledgement that all children have the right to a personalised learning experience.

Aims of this Policy Statement

The aims of this policy statement are to provide

- a structure for staff to identify the more able and talented pupils.
- support for staff in understanding of and providing for the needs of identified pupils.
- rich and stimulating learning experiences across the curriculum.

Statement of Intention

In order to support our more able and talented pupils we will

- seek the participation of all students in learning which leads to the highest possible level of achievement and personal fulfilment.
- develop inclusive practice which will benefit all pupils and the staff working within school
- have high expectations that are supportive of academic success.
- ensure effective inclusive practice which will lead to school improvement.

Identification

Our identification strategy will make use of hard data and also draw on a wider range of qualitative evidence e.g.

- Teacher observation and assessment.
- Use of Target Tracker.
- Assessment against the skills.
- Testing.
- Reports from previous schools
- Information provided by external agencies (e.g. sports organisations, music tutors, etc.)
- Background knowledge from parents/carers

The names of pupils identified as more able and talented in our school will be recorded on our More Able and Talented register so that their progress can be specifically tracked.

Pupils may be identified at any time, as talents may become apparent as the year progresses or as learning opportunities evolve. More Able and talented pupils on the register are those who achieve, or who have the ability to achieve, at a level significantly in advance of their age related expectations.

We identify children who are more able and talented for English, Mathematics and other curriculum areas.

Once identified pupils will remain on the register unless they cease to meet the criteria for nomination. The register is updated and reviewed by staff on a termly basis.

Organisation

All members of staff are responsible for the implementation of this policy with support from the More Able and Talented (MAT) subject leader.

We have appointed a member of staff responsible for developing co-ordination of the work of more able and talented pupils.

Their role is to:

- Identify good practice in meeting the learning needs of more able and talented pupils
- Set up and maintain a register in the school of those pupils identified as being more able or talented
- Liaise with class/subject teachers to support provision for those pupils
- Monitor planning to ensure provision for more able and talented pupils
- Research suitable resources and generally support staff in providing for those pupils
- Develop a resources base as funds allow
- Keep themselves up to date with developments in this field through attendance at relevant training
- In consultation with the school management team deploy learning assistants, outside experts, specialists, mentors and other members of the community as appropriate
- Ensure all teachers keep appropriate records re able and talented pupils and that these are transferred to the next year group or school as appropriate

Provision

This will depend on the individual learning needs of the pupil. At Morriston Primary School we will consider a range of strategies such as:

➤ **Organisational**

- ✓ differentiated planning to include a minimum of support, core and extension
- ✓ opportunities for children to work in a variety of grouping situations e.g. whole class, group work, paired work, independent study
- ✓ opportunities to undertake research or to 'find out more' over an extended period of time as identified by a pupil
- ✓ homework e.g. termly challenge
- ✓ enrichment days e.g. science workshops, themed weeks, Finance activities etc.
- ✓ Extra-curricular clubs/activities
- ✓ facilitated opportunities to participate in activities during the school day which may involve absence from school
- ✓ opportunities to celebrate achievements from both school and outside school activities e.g. celebration assemblies

➤ **Teaching**

- ✓ provide for a range of different learning styles
- ✓ use a range of questioning skills
- ✓ effective use of ICT
- ✓ provide opportunities to develop thinking skills, problem solving, higher order skills and communication skills
- ✓ The Mastery-learning model forms the basis of our approach to traditional teaching. This means spending greater time going into depth about a subject.
- ✓ Children will not be taught content from the year group above them, they will spend time becoming true masters of content, applying and being creative with new knowledge and skills in multiple ways.

Partnership with Parents

The involvement of parents and students in a partnership to support learning is crucial in determining educational outcomes. Where parents and pupils are actively involved with schools in the development and planning of the pupil's education, inclusion is more likely to prove successful.

To this end we will:

- liaise with parents as necessary
- inform parents of external extension activities locally and nationally
- discuss pupil participation in relevant activities outside of school which may involve absence from school

Coordinator and Governor Roles

Our MAT Subject Leader is Kay Colothan.

Our named governor is to be appointed. Their responsibilities are to:

- ensure the needs of more able and talented pupils remain high profile
- liaise with the MAT Coordinator regarding provision and local/national initiatives

Monitoring and Evaluation

Provision for more able and talented pupils will be a regular part of the school's monitoring of learning and teaching.

The MAT co-ordinator will report to the governors annually.

Process for Development and Review

This policy will be reviewed in accordance with our programme of policy review and as part of our annual review for the School Development Plan.

Developed: September 2017

Agreed by Governors:

Date for next review: September 2018

Appendix 1

Suggestions for extending and enriching the curriculum:

- ◆ range of materials and resources
- ◆ Visits/workshops from poets, writers, artists, actors, dancers etc.
- ◆ Increased technical and specialist language
- ◆ Use of subject specialist
- ◆ Mentoring by either a similarly talented or suitable encouraging adult
- ◆ Use of additional support, teaching assistants, other adults, older pupils and parents for one to one or
- ◆ group work to extend child in a specific area (social or academic)
- ◆ Links with outside agencies (music tuition, sports coaches, etc.)
- ◆ Clubs at lunchtime or after school, covering academic as well as other activities
- ◆ Participation in special competitions
- ◆ Enrichment sessions, during the school day, with other schools

