

Ambler Primary School and Children's Centre

Policy

More Able and Talented Pupils Policy

October 2015



Next review with the Development and Learning Committee: October 2016

This plan is subject to on-going change and will be updated as and when required.

Contents

RATIONALE	4
AIMS	4
DEFINITION	4
IDENTIFICATION	4
PROVISION	5
WE RECOGNISE THAT MORE ABLE AND TALENTED PUPILS' ACHIEVEMENT IS THE RESPONSIBILITY OF EVERYONE IN THE SCHOOL COMMUNITY AND THIS HAS THE FULL SUPPORT OF THE SLT.	6
Teachers will:	6
The co-ordinator will:	6
PARTNERSHIP WITH PARENTS	6
NAMED CO-ORDINATOR AND NAMED GOVERNOR	6
MONITORING AND EVALUATION	7
APPENDIX 1: MORE ABLE, GIFTED AND TALENTED REGISTRATION	8
APPENDIX 2: APTITUDES IN ENGLISH AND MATHEMATICS	9
APPENDIX 3: CHARACTERISTICS OF A GIFTED CHILD	10

Rationale

At Ambler Primary School our aim is to provide the best education we can in a happy, caring and healthy environment in order for our children to achieve more. We aim to provide a curriculum that is stimulating and challenging. 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, gifted 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, gifted and talented children should be provided not only with differentiated work to challenge and motivate, but also that their learning should impact on their peers, raising achievement throughout the school.

Aims

Through this policy we aim to:

- Create a school atmosphere where “learning is cool”
- Celebrate success in all areas of learning
- Ensure that we recognise and support the personal, social and intellectual needs of all our children
- Enable children to develop to their full potential
- Offer opportunities for children 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
- Encourage children to develop interests through extra-curricular activities in school and the wider community.

Definition

The terminology our school will use to define our higher achieving pupils will be

- “More Able”, and “Talented”.
More able pupils are those identified as being above the core of the class in any curriculum area and those who have the ability to excel **academically** in one or more subjects such as English, Maths, Science etc. There may also be pupils who are exceptional and at least one level above National Average for that year group.
Talented pupils are those who have the ability to excel in **practical skills** such as sport, DT, leadership, artistic performance etc.

Identification

Our identification strategies will make use of hard data and also draw on a wider range of qualitative evidence eg

- Teacher observation and assessment
- Check lists of characteristics
- Testing such as SATs, optional SATs
- Pupils profiles and target books

- Background knowledge from parents and carers
- Curriculum opportunities

The names of pupils identified as more able, gifted 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 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 above their age level expectations. The register is updated and reviewed termly by staff. Children may be added or removed from the register.

We recognise that not all more able and talented pupils are obvious achievers. For example those pupils with English as an additional language, learning difficulties, those with poor focus or study skills, or those with poor emotional or motivational learning strategies. We strive to identify those pupils who have the potential to achieve, but do not regularly demonstrate high achievement and we will seek to identify the barriers to that achievement and help the pupil overcome them. Strategies we will use will include:

- Questioning
- Conferencing
- Pupil Progress Meetings
- Communication as a team – with a regular cycle of training and discussions around identification and analysis of data.
- Peer, self and other adult nomination.
- Structured conversations with parents
- Parents' evenings and meetings.

Provision

The needs of more able and talented pupils are met at our school through:

- Provision of a creative curriculum
- Provision of an effective learning environment, using Assessment for Learning
- Differentiated planning to include a minimum of support, core and extension
- More able mathematicians in Years 5 and 6 to take part in enrichment at a local secondary school. Sometimes exceptional pupils in year 4 have also taken part.
- Opportunities for children to work in a variety of grouping situations e.g. whole class, group work, paired work, independent.
- Homework e.g. termly challenge – presentations, free writing books
- Enrichment e.g. Golden Time, wow weeks or days, science workshops etc.
- Use of CAME (Cognitive Acceleration in Maths Education) or CAL (Cognitive Acceleration in Literacy)
- Participation in projects such as Cognitive Acceleration "Let's Think" and Writing through Film and Poetry project in Y6; Art project at Kenwood House in Year 4.
- Extra-curricular activities e.g. choir, guitar, sports clubs (football, cricket), Film Club.
- Lunchtime clubs run by older children – ICT hub, Reading hub, Sports hub, "Multi" hub.

- Opportunities to celebrate achievements from both school and outside school activities e.g. celebration assemblies, cross country and football inter-school competitions.
- Visits to a variety of workplaces, including the House of Commons, City banks, Cambridge University etc.

We recognise that More Able and Talented Pupils' achievement is the responsibility of everyone in the school community and this has the full support of the SLT.

Teachers will:

- Keep regular assessment data in order to identify and monitor the progress of all pupils
- Provide for a variety of different learning styles
- Use a range of questioning skills
- Use ICT effectively – particularly coding
- Provide opportunities to develop thinking skills, higher order skills and communication skills
- Plan for effective teaching and provide opportunities for all areas of the curriculum in order for children to shine and show their talents.

The co-ordinator will:

- 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 progress of talented and more able children through discussions with teachers and teaching assistants
- Research suitable resources and generally support staff in providing for those pupils
- Keep themselves up to date with developments in this field through:
 - Attendance at relevant training
 - Membership of NACE
- Deliver or manage CPD for all school staff in this area of practice
- In consultation with the school management team deploy learning assistants, outside experts, specialists, mentors and other members of the community as appropriate, especially where it becomes apparent that a child is especially able.

Partnership with parents

The involvement of parents and students in a partnership to support learning is crucial. Pupils' individual targets and progress is shared at each parents evening (twice yearly) and parents are asked for their views. Parents are also asked whether their child has exhibited any particular talents at home and could be signposted to extra-curricular activities or clubs.

Named Co-Ordinator and Named Governor

Our Co-Ordinator is Maria Galster
Our named Governor is John Nicholson

Their responsibilities are to:

- Ensure the needs of more able and talented pupils remain high profile
- Liaise with the more able and talented co-ordinator regarding provision and local/national initiatives

Monitoring and Evaluation

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

The more able and talented co-ordinator will provide the governors with a report on progress with more able and talented provision annually to contribute to the school's annual review and School Improvement Plan.

The policy will be reviewed regularly, at least annually, as we believe that it needs to be a working document.

Appendix 1: More Able and Talented Registration

Please could you let me know of any children in your class who you feel should be on the More Able and Talented Register. It can be for academic or sporting/art abilities etc which the child displays within school or during extra-curricular activities.

Please return this to me (date)

Thank you

Maria

Name	Reason for Identification	Referrer (CT/parent/carer

What constitutes a 'more able' learner?

A more able learner is one who is performing above the average for the **classroom** in one or more curriculum area. This should be around 10% of the class and learning should be differentiated.

It also includes learners whose learning excels the national average for the particular year group.

What constitutes a 'talented' learner?

A talented learner is someone who has ability in art and design, music, sport or performing arts.

Appendix 2: Aptitudes in English and mathematics

More 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.

More 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;

N.A.C.E. (National Association for able Children in Education) identified the following characteristics, which they feel could assist in informing schools about pupils' wider potential):

Possess superior powers of reasoning, of dealing with abstraction and of generalising;
Have a greater intellectual curiosity;
Learn easily and readily;
Have a wide range of interests;
Have a broad attention span-persevere in problem-solving activities;
Have a superior quality/quantity of vocabulary;
Have ability to produce effective work independently;
Exhibit keen powers of observation;
Show initiative and alertness;
Possess unusual imagination;
Follow complex directions easily;
Have reading interest that covers a wide range of subjects

Appendix 3: Characteristics of a “gifted” child

Gifted children have a great thirst for knowledge and it is vital that this need is recognised as early as possible so that parents and teachers can give them plenty of opportunities to develop their talents.

Characteristics of a gifted child

1. **Has a wide vocabulary**, talked early.
2. **Asks lots of perceptive, insightful questions** and learns more quickly than others,
3. **Has a very retentive memory**. Some may have a photographic memory; though it is the ability to use and apply what they learn that marks out the gifted child.
4. **Is extremely curious** and can concentrate for long periods on subjects of interest; may get bored and fidgety when not intellectually challenged.
5. **Has a wide general knowledge** is curious about, and interested in, the world.
6. **Enjoys problem-solving**, often missing out the intermediate stages in an argument and making original connections.
7. **Has an unusual and vivid imagination**.
8. **Learned to read at an early age**.
9. **Shows strong feelings and opinions**; may have an odd sense of humour.
10. **Sets high standards** and is a perfectionist but loses interest when asked to do more of the same.

No gifted/talented child will show all these sorts of behaviours but very bright children will fit a significant number of them.

Dr Stephen Tommis, former Director of NAGC (National Association for Gifted Children)