

St Mark's CE Primary School

Ramslye Road
Tunbridge Wells
TN4 8LN



MORE ABLE AND TALENTED POLICY

Headteacher: Simon Bird
Chair of Governors: David Hill

Our Vision

St Mark's CEP School is committed to developing children that are courageous, compassionate and creative, making excellent all-round progress so they can reach their unique potential, experience and share "life in all its fullness". We Aspire, Believe, Succeed

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Website -yes

Signed by Chair of Governors

Date

Aspire, Believe, Succeed

*The school is founded on the Christian values of **thankfulness, forgiveness, friendship, fellowship and trust** in which personal responsibility, self-respect and respect for others are central to our children's growth.*

Aims

We are committed to providing an environment, which encourages *all* pupils to maximise their potential and this includes pupils who are more able in either academic or practical/creative curriculum areas.

We also recognise that within our school there are a number of children whose performance or potential is significantly greater than that of their peers. Therefore, we have the responsibility to meet the needs of these children and this policy outlines the identification procedures and provision made. It is accompanied by guidance for staff on strategies to meet the needs of the Most Able pupils.

The aims at our school are:

- ☒ To identify the Most Able children
- ☒ To provide them with a suitably differentiated and challenging curriculum through Quality First Teaching
- ☒ To provide opportunities for these children to be independent and creative in their learning
- ☒ To celebrate high achievement

We consider the wellbeing of the whole child by offering emotional, social, spiritual and intellectual support.

We are working in developing partnership with home and community and will seek to ensure that parents (and carers) are aware of the importance of their role in recognising the various talents and abilities demonstrated by (and latent within) their children.

Definitions

More able and talented is the general term for this concept.

Learners may be more able and talented in diverse fields (academic, creative, sporting, social, leadership).

More able pupils would demonstrate a higher ability than average for the class (attainment) and would often require differentiated tasks and opportunities to learn through challenges.

More able pupils will be working with the exceeding element of Age Related Expectations and would sometimes require additional and different provision to challenge and extend them through Quality First Teaching.

Talented pupils demonstrate an innate talent or skill in creative or sporting fields (achievement).

More able and talented pupils may be 'high flyers', coasters or disaffected.

Identification of the more able and talented

A more able or talented pupil should be identified using a variety of methods. The specific procedure will vary according to subject area but will include elements of the following:

- Teacher observation
- Assessment results (e.g. CATs scores – where results are 115 or above – indicating above average attainment). SATS results.
- Peer nomination
- Information from parents
- Specialist teacher identification

Staff must have a clear understanding of the distinction between 'more able' and 'talented'.

It is worth remembering that more able pupils can be:

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

Provision for the more able and talented.

In the classroom

At St Mark's CE Primary School, every child has access to Quality First Teaching through which **differentiation** (matching teaching and learning to the relevant needs and abilities of pupils) will ensure that all pupils have access to a relevant and appropriate curriculum. This may take the form of **extension** (providing challenges which go more **deeply** into a topic) or **enrichment** (providing other activities which run alongside the normal curriculum and go more **broadly** into specific areas of study). Teachers use a range of flexible learning and teaching strategies to keep the most able children interested and provide them with **challenge**, such as higher order thinking skills, questioning, problem solving and independent learning. This is supported by individual **target setting** appropriate grouping arrangements.

We aim to create an ethos where pupils feel good about achieving excellence and both achievement and effort are celebrated. Pupils are encouraged to become

independent learners and given opportunities to apply their knowledge and understanding in more in-depth, complex, cross-curricular and multi-modal methods.

Outside the classroom

We aim to provide activities that will **enrich and extend** the experiences of our most able pupils. We take part in an Enrichment Programme through our Local Collaborative Trust (LCT) who offer a wide range of exciting and challenging activities to inspire and develop the skills of our Most Able pupils. We also provide a varied programme of specialist teachers, after school clubs, visiting experts and topic days.

Monitoring

The progress of the Most Able children will be monitored at half termly Pupil Progress Meetings and used to inform provision planning. We follow the principles of the Assess – Plan – Do – Review cycle, using assessment to inform provision and planning and then reviewing progress to once again inform planning and delivery.

Information on the Most Able pupils will be provided on transfer between classes and between schools.

Roles and responsibilities

Class Teachers are ultimately responsible for the progress and attainment of all their pupils. Class Teachers will:

- take steps to identify the Most Able pupils using the methods identified in this policy
- assess the progress of the Most Able pupils through normal classroom and whole school assessment cycles
- plan and implement appropriate provision
- deploy TAs effectively and ensure they are familiar with the strategies and techniques that they may use when working with the Most Able
- review provision regularly

Process for review and development

This policy will be reviewed every 3 years.

The co-ordinator is to maintain a register for More Able & Talented and will ensure that provision for the Most Able is reflected in scrutiny and moderation activity, pupil conferencing, lesson observations, work sampling and Pupil Progress Meetings.

Partnership with Parents

We actively encourage the involvement of parents and pupils in a partnership to support learning. Where parents and pupils are engaged with schools in the development of the pupil's education, inclusion is more likely to prove successful. Parents are warmly welcomed to speak to their child's class teacher or a member of the Senior Leadership Team throughout the school year.

To this end we will:

Discuss their child's inclusion on the schools more able and talented register with parents.

Liaise with parents at parent consultations.

Report on progress in an annual report.

Communicate external opportunities for deepening / broadening activities relevant to the more able and talented pupils both locally and nationally.