

Lockington CE VC Primary School



More Able and Talented Policy

Revised & Updated January 2023

Date Policy Formally Agreed By Governors:	9 th January 2023
Date Policy Becomes Effective:	Spring Term 2023
Review Date:	Spring Term 2026
Person Responsible for Implementation and Monitoring:	Headteacher

1. Introduction

This policy outlines the organisation and management of more able and talented children at Lockington CE VC Primary School. It has been written with regard to the requirements of the National Curriculum (2014) and the Early Years Foundation Stage Statutory Framework (2021).

It is written within the context of our school's mission statement:

Our school is committed to working together to develop lively, enquiring minds and to promoting outstanding standards of achievement in a happy, safe and caring environment, based on Christian values, which encourage all to show respect and understanding of others.

It has also been written in the context of our school's Christian vision, rooted in the teachings of Jesus:

'Let your light shine before others, that they may see your good works, and glorify your Father who is in heaven' (Matthew 5:16).

It has been developed in consultation with school staff and governors.

2. The Nature of More Able and Talented Children

All children have the right to a broad, balanced and relevant education, which provides continuity and progression and takes individual differences into account. We plan our teaching and learning so that we enable each child to aspire to the highest level of personal achievement and achieve their full potential. This policy helps to ensure we recognise and support the needs of those children in our school who are identified as being 'more able' or 'talented'.

Children who are deemed 'more able' (historically known as 'gifted') are those who work at consistently higher levels than their peers in the core academic subjects. The term 'talented' is used to refer to children who show exceptional talent in other subjects such as music, art and physical education. 'More able' pupils amount to 7-10% of the school population: we do not manipulate individual cohorts to ensure this is so, especially given that each child accounts for a high percentage of each cohort in our small school.

There will be more able and talented children in most classes. We will make provision for these children within normal class teaching, but sometimes will provide enrichment or extension activities to promote these abilities and talents further.

We recognise and cater for these particular categories of children in school. At the same time, we respect the right of all children to access various areas of learning, both for self-fulfilment and for their eventual development into active and responsible adults.

3. Aims

Our aims are to:

- ensure we recognise and support the needs of all our children;
- enable more able and talented children to develop their full potential;
- offer more able and talented children additional opportunities to generate their own learning;
- ensure that we challenge more able and talented children appropriately and extend their learning through the work we set them;
- encourage these children to think and work independently.

4. Identification of more able and talented children

We use a range of strategies to identify our most able children. The identification process is ongoing, and begins when the child joins the school.

In the EYFS, each child's pre-school record gives details of achievements and interests in particular areas. Information from baseline assessments carried out by class teachers within the first half term of reception year gives information about the developing skills across several areas of learning. Therefore, we can start to identify children who are likely to be more able.

Across the school, discussions take place with parents and carers to enable us to gain further information about a child's ability. Throughout all key stages, class teachers use prior attainment and current performance to identify children that may be more able and use on-going tracking assessment to monitor progress and to ensure challenge is provided through quality first teaching in the classroom. The children have regular tests to inform progress. These involve the statutory national tests as well as our own internal tests set each year. Teachers make regular assessments of each child's progress in all subjects across the National Curriculum. We compare information from these assessments where possible with a range of national and local data, in order to ensure each child is making appropriate progress against their targets. Each teacher regularly reviews the children's progress and maintains records of these judgements in their assessment files. Teachers discuss the children's progress with parents/carers at termly consultation evenings, and report biannually on each child's progress.

Children who are more able in English are identified when they:

- demonstrate relatively high levels of fluency and originality in their conversation;
- use research skills more effectively to synthesise information;
- enjoy reading and respond to a range of texts of a more advanced level;
- use a wider vocabulary and enjoy working with words;
- see issues from a broader range of perspectives;
- use more advanced skills when engaged in discussion.

Children who are more able in Mathematics are identified when they:

- explore a range of strategies for solving a problem;
- are more curious when working with numbers and investigating problems;
- see solutions more quickly, without needing to try all the options;
- look beyond the question in order to hypothesise and explain;
- work more flexibly and establish their own strategies;
- enjoy manipulating numbers.

It is important to recognise that not all more able pupils are obvious achievers. For many, their potential is masked by factors such as frustration, low self-esteem and low expectations.

More able and talented pupils are a diverse group. They are more likely than most pupils to:

- think quickly and accurately;
- work systematically;
- generate creative solutions;
- work flexibly, applying knowledge, experience and insight to unfamiliar situations;
- communicate their ideas and thoughts well;
- be determined, diligent and interested in uncovering patterns;
- achieve or show potential in a wide range of contexts;
- show great sensitivity or empathy;
- demonstrate physical dexterity or skill;
- make sound judgements;
- be outstanding leaders or team players;
- be fascinated by or passionate about a particular area of the curriculum;
- demonstrate high attainment across a range of subjects or with a particular subject;
- use a high level of mastery to work with the curriculum objectives taught.

5. Teaching and learning

Teachers plan carefully to meet the needs of all of our pupils. We give all pupils the opportunity to show what they know, understand and can do. We achieve this in a variety of ways, by providing, for example:

- a common activity that allows pupils to respond at their own level;
- an enrichment/extension activity that broadens a child's learning in a particular area;
- an individual activity with a common theme reflecting a greater depth of understanding;
- the opportunity for children to progress at their own rate;
- opportunities for more able children to work with children of similar ability;
- opportunities for more able children to teach other children, thus challenging them to explain concepts and methods;
- the development of independent learning, allowing pupils to organise their work, carry out tasks unaided, evaluate their work and become self-evaluative;
- opportunities for pupils to carry out jobs and responsibilities within the school;
- celebration of achievements.

Differentiation is recognised to be a crucial part of all lessons, and not an additional strategy.

We offer extra-curricular activities, offering higher achievers the opportunity to extend further their learning in a range of activities. Opportunities include, for example, sporting and musical clubs, which ensure that pupils who have displayed a talent in a particular area are given the opportunity to practise and extend their skills. Children are encouraged to take part in:

- extra-curricular clubs;
- events and competitions;
- enrichment days (e.g. visiting artists, musicians, authors and educational visits);
- residential visits.

Learning is also enriched through regular homework activities linked to the work being undertaken in classes. This offers teachers the opportunity to set work at the level of individual children.

6. Disadvantaged more able and talented pupils

We are committed to ensuring that more able and talented pupils are fully challenged and achieve their potential through quality first teaching. Due to the allocation of pupil premium funding and the accountability this brings, we will ensure that disadvantaged more able and talented children are provided with opportunities not only to access and embrace the curriculum but to experience learning and life skills that will develop their whole being. Experiences can include additional sports, music, arts, or simply new experiences that would not be available to them due to financial constraints or difficulty. Our aim is to help our children grow existing talents and help them identify new ones. The opportunities can be provided inside or outside of school hours.

7. Roles and Responsibilities

The Class Teacher's role is to:

- be responsible for supporting more able and talented pupils as set out in the policy;
- provide planning, reviews and samples of work when required;
- update own skills, knowledge and understanding of more able and talented pupils;
- identify own training needs and take advantage of training opportunities;
- keep on-going records.

The role of individual subject leaders is to:

- monitor provision through work scrutiny, observations etc.;
- signpost teaching staff towards specific more able resources and strategies.

The More Able and Talented Leader's role is to:

- lead policy development;
- run an up-to-date register of more able and talented pupils;
- act as a consultant to colleagues and support staff in identification of pupils;
- monitor and evaluate pupils' work and teachers' planning to ensure suitable activities are being undertaken across all curriculum areas;
- attend training and signpost appropriate training to staff;

- provide feedback to the governing body.

The Headteacher's role is to:

- provide support by encouraging staff and praising good practice;
- monitor through lesson observations etc. and provide feedback;
- support staff development and provision of resources.

The Governing Body's role is to:

- determine, support, monitor and review the school More Able and Talented Policy.

Monitoring and review

This policy will be reviewed every three years, or earlier as required.

Member of staff responsible: More Able and Talented Leader (Julie Cattle)

Date policy written: November 2022

Date approved by full Governing Body: 9th January 2023

Date for next review: Spring 2026

Signature (Head)

Signature (Chair of Governors)



Julie Cattle (09.01.23.)



Graham Parr (09.01.23.)