

Ashleigh Primary School and Nursery, Wymondham

"We are all stars: Ashleigh makes us shine"



MORE ABLE AND TALENTED POLICY

Persons Responsible – Inclusion Manager, Deputy Headteacher, Headteacher

Date of Policy: February 2018

Next Review Due: February 2022

Adopted by Full Governing Body

Signed

Date

Chair of Governors

Due consideration has been given to all children/adults/stakeholders with regard to the protected characteristics under the Equality Act 2010

MORE ABLE AND TALENTED POLICY

Rationale

National Curriculum 2014: *'Teachers set high expectations for every pupil' and 'plan stretching work for pupils whose attainment is significantly above the expected standard'* (Department for Education, 2013)

Ofsted: *Schools exist to help all young people fulfil their potential. They must identify and nurture the talents of their students, so they can go on to achieve the best that they can. To do this, schools must ensure that the education they provide challenges and encourages children at all levels* (Sean Harford, Ofsted National Director of Schools, March 2015)

Ashleigh Primary School & Nursery Vision: We are committed to providing challenge and support to allow everyone to achieve their potential.

Definitions

Our **'more able'** pupils are those who have a depth of knowledge and understanding in one or more of the core curriculum subjects beyond the large majority of children in the school. We have a more able register for maths, reading and writing.

We use **'talented'** to refer to children who have a high ability in other areas of the curriculum. Talented children may excel in one or more of the following areas:

- Physical talent – sports, games, dexterity
- Creativity – artistic, musical, linguistic
- Visual/Performing abilities – dance, movement, drama
- Mechanical ingenuity – construction, object assembly, working solutions
- Social awareness – sensitivity, empathy
- Outstanding leadership – organiser, outstanding team member

Identification

We identify our more able children using the following data:

Reception = any children who are at 40-60+ Dev or Emb at the start of Reception.

KS1 = any children who achieved 'Exceeding' at the end of Reception.

KS2 = any child who achieved 'Working at greater depth' at the end of KS1 OR for those children who were assessed at KS1 under the old curriculum, any child who achieved Level 3 at the end of KS1

Our more able register will be updated annually.

We identify our talented children in a variety of ways, such as:

- Teacher observations and assessments.
- Information from outside of school e.g. parents' questionnaires, previous schools, outside specialists, competitions.

Provision

At Ashleigh Primary School & Nursery, every child has access to Quality First Teaching which ensures the needs of all pupils are met and all children are challenged.

For some children, extra provision may be put in place e.g. small group or individual interventions which are monitored closely for impact. Children identified as talented may also have additional provision in place or targeted for specific clubs to nurture and develop their talent.

Monitoring

The progress of all children on the more able register is closely monitored and individuals are discussed at pupil progress meetings to ensure the correct provision is in place. 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 children identified as talented will be transferred between classes and schools.

Roles and responsibilities

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

Class Teachers will:

- assess the progress of the more able pupils through normal classroom
- 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 more able
- review provision regularly

Deputy Headteacher will:

- Update the more able register annually and share with staff
- update colleagues on best practice or new initiatives as they arise and to meet staff CPD needs
- monitor the progress made by the children and share this information with governors
- ensure that provision for the more able is reflected in scrutiny and moderation activity, pupil conferencing, lesson observations, work sampling and pupil progress meetings.

Governors will:

- have oversight of the provision for the more able and review this policy

Working in partnership with parents

The school actively promotes a culture of a school-parent partnership in order to enable each child to reach their full potential. Parents are warmly welcomed to speak to their child's Class Teacher, the Inclusion Manager, Deputy Headteacher or Head teacher through the school year to discuss any matter.