



CHRISTIAN MALFORD, SEAGRY AND SOMERFORDS' WALTER POWELL PRIMARY SCHOOLS

Able and Talented Policy

Approved by the Local Board on: 10th July 2017

Date for review: July 2019

Statement of School Philosophy and Aims

The Local Board members and staff at Christian Malford, Seagry and Somerfords Walter Powell CE Primary Schools acknowledge the potential of each individual pupil and as such seek to support Able and Talented pupils within our schools through a broad range of opportunities.

We believe that the social and emotional growth of Able and Talented pupils should be encouraged alongside the development of academic and practical potential. We seek to be inclusive in our approach and sensitive to the potential impact of labelling a group of pupils as Able and Talented. In the pursuit of school-wide excellence we aim to provide opportunities for all our pupils to reveal, display and extend their abilities.

We believe that supporting the needs of Able and Talented pupils is a factor in raising the achievements for all. We believe in providing appropriate challenge within the broad and balanced curriculum of the school. We believe that confidence, home environment and expectation are key factors influencing how well pupils achieve.

Definition

We recognise, in line with DfE guidelines, that “More Able and Talented” pupils are those pupils who achieve, or have the ability to achieve, at a level significantly in advance of the average for their year group”. Nationally, this may be between 5% and 10% of each year group. At our Schools, because of the small and variable size of year groups, it is more appropriate to expect to be able to identify between 5% and 10% of the whole school to be considered “More Able or Talented”.

The following areas have been identified as being the main areas of ability and are based on the Howard Gardner seven intelligences¹:

- A. Intellectual (aspects of English, mathematics and science)
- B. Artistic and Creative (art, design, music, drama)
- C. Practical (design and technology, mechanical ingenuity)
- D. Physical (PE, sports, dance)
- E. Social (Personal and interpersonal, leadership qualities, working with adults).

Following DfE guidelines, category A includes more able pupils (see Appendix 2 for definitions) and B to E pupils who are talented. We also seek to identify pupils who would fit into these categories in the future but who are not fulfilling their potential.

Identification

We aim to identify Able and Talented pupils using a variety of methods. The identification process is ongoing; it begins when the child joins one of our schools and involves staff, pupils, parents and carers. Information taken into account will include:

- discussion and information from parents and carers
- information from previous teachers or pre-school records
- discussions with pupils
- teacher observation
- peer nomination
- checklists of characteristics
- test results (including baseline, Early Years profile, SATs and optional QCA tests) and class assessments (see Appendix 2).

We are aware that latent talent or potential may go unrecorded, that social background/lack of opportunity may disadvantage pupils and that some pupils perform poorly in tests. To address this, teachers will be encouraged to use their professional judgement and experience through observation of pupils and rates of progress in acquiring relevant knowledge, skills and understanding. We acknowledge that no one method can be entirely

accurate. By providing an enriched curriculum for all children in our care, we make possible the identification of the most able and talented.

Provision within our Schools and beyond

- Enrichment/extension work is provided by all teachers in all classes as part of normal differentiated provision. This is shown on planning documents.
- Curriculum planning at the schools is objective led and gives differentiated levels of expectations in all classes. This enables teachers to adjust expectations according to ability for any programme of work, as working with others of like ability is important. Activities provided include those requiring higher order thinking skills.
- Ongoing assessment against year group objectives and National Curriculum Age Related Expectations are maintained and used formatively to set new curriculum targets for individuals so that they can achieve at the highest level and always aim to make further progress. Pupils are involved in this process and so are active partners.
- At Christian Malford, Seagry and Somerfords' Walter Powell Schools, because we have mixed age classes, groupings are flexible, where appropriate, and pupils have the opportunity to work alongside pupils and on objectives from higher year groups, where this is thought to be beneficial. In addition, and especially at the end of Key Stages, extension activities that are more demanding of children's abilities (or enrichment activities that provide new and different ways of working) will be provided; these may be provided within the cluster (for example, maths, science and language enrichment courses or opportunities to engage in musical activities).
- Small group work may be offered at times within the year, particularly for maths and reading extension. If appropriate, teachers approach local secondary schools for resources and or advice to support pupils. We work in close cooperation with parents and carers.
- We also identify relevant courses and activities on offer from local schools and the wider community including those offered by Braeside Education Centre.

Teacher/Pupil Skill Development across the Curriculum

We recognise that Able and Talented pupils are entitled to develop their knowledge, skills and understanding in full; we will endeavour to promote this through the enhancement of teachers' own awareness and skills.

- We will ensure the teaching of questioning skills to a high level for teachers and pupils.
- We will promote the teaching of thinking and problem-solving across all curriculum areas.
- We will ensure regular opportunities for skills development for teaching assistants.
- We will provide opportunities to develop effective research techniques, library and ICT skills.
- We will encourage the development of a wide variety of recording and communication skills.
- We will promote a culture of determination to succeed.
- We will encourage and celebrate the expression of special ability – musical, sporting, theatrical performances, and art work through assemblies, presentations, certificates etc.

Inclusion

Able and Talented pupils have equal access to all aspects of the curriculum and school life. Our Schools recognise that some Able and Talented pupils may be keen to specialise early in some activities to the detriment of other experiences or subjects of the curriculum. However, pupils will be encouraged to fulfil their potential in the subjects in which they are able or talented without reducing the breadth of their curriculum and personal experience of sporting activity, exercise breaks and fresh air.

Staff Development and Training

The schools make use of local staff training and, wherever possible, enable staff to attend courses and conferences to develop expertise in educating all children.

Monitoring, Assessment and Review

The Local Board takes a keen interest in the provision made for our Able and Talented children. Reports to the Local board will include reference to the A & T group where appropriate, and Local Board members are involved in the review and development of provision.

The SENCO is the leader for Able and Talented pupils at the schools and will consult with teachers to monitor the needs and progress of identified pupils. The leader will:

- ensure all teachers are involved in identifying Able and Talented pupils annually as a whole school process
- liaise with teachers to develop and agree effective methods of collecting and monitoring data pertaining to the Able and Talented pupils
- ensure the needs of Able and Talented pupils are being met
- maintain and keep appropriate records of Able and Talented children
- develop links with feeder schools for information exchange, sharing good practice, teacher support, resource loan/s etc
- provide INSET to raise staff awareness of the characteristics and needs of Able and Talented pupils
- liaise with parents and external agencies, attend meetings when necessary to ensure the needs of Able and Talented pupils are understood and met
- consult the Able and Talented pupils in order to monitor the effective implementation of the policy
- provide information for the link Local Board member.

Signed :..... Executive Principal

Signed:..... Chair of Joint Local Board

Appendix 1

NAME OF PUPIL:

SCHOOL:

ACADEMIC YEAR:

This pupil has been identified in line with the following common identification criteria

- More able pupils are those whose academic performance is significantly above age expectations in two core subjects
- Talented pupils are those who demonstrate exceptional performance in one or more of the following, although a pupil may be considered to have all three.
 - the arts or design (grade 4 or higher in one or more musical instruments, recognised excellence, published or public performance in art, literature or drama)
 - sports (local, regional, county or national representation)
 - a high level skill in a particular field outside the curriculum.

Please tick category to select:

MORE ABLE

TALENTED

EVIDENCE

Appendix 2

MORE ABLE	Pupils who are working towards demonstrating over and above in one or more academic subjects
TALENTED	Pupils who are considered to be over and above in one or more non-academic subjects – such as art, music, drama, sports and design

Guide of Attainment levels across core curriculum subjects: <ul style="list-style-type: none"> • Reading • Writing • Speaking & Listening • Mathematics • Science 	YEAR GROUP	EXPECTED LEVEL	
	R	Exceeding ELGs	
	Y1	Exceeding Y1 expectations	
	Y2	Exceeding Y2 expectations	
	Y3	Exceeding Y3 expectations	
	Y4	Exceeding Y4 expectations	
	Y5	Exceeding Y5 expectations	
	Y6	Exceeding Y6 expectations	

Able and Talented pupils are likely to demonstrate some or most of the following characteristics:

Demonstrate outstanding ability and attainment maintained over time in one or more specific curriculum area including arts, sports and social and leadership skills.	
Are fascinated by, or passionate about, a particular subject or aspect of the curriculum.	
Exhibit advanced problem solving skills.	
Work in advance of their peer group.	
Have great intellectual curiosity.	
Possess superior powers of reasoning, of dealing with abstract concepts, of generalising from specific facts and ideas and of understanding complex meanings.	
Work flexibly, processing unfamiliar information and applying knowledge, experience and insight to unfamiliar situations.	
Are determined, diligent and interested in uncovering patterns.	
Guide and monitor their own thinking on a task (self-regulating).	
Communicate their thoughts and ideas well.	
Show initiative and originality in intellectual work.	
Able to draw inferences, see alternative configurations and adopt alternative strategies.	
Ask questions, play with ideas, initiate projects, and invent approaches.	
Think quickly and accurately.	
Have a great interest in the nature of the world and things around.	

