



ALL SAINTS C. E. PRIMARY SCHOOL
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Policy for More Able and Talented Pupils

<u>Area:</u>	Curriculum
Approved by:	Curriculum Committee
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Date:	
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At All Saints C of E Aided Primary School, we believe that all children within our school community have equal rights to the opportunities offered through education. We believe that there are more able learners in every class and as a school we cannot be inclusive and effective if we do not make every effort to provide for those children appropriately.

Our aim is to develop and nurture all children through opportunities which are matched to their individual learning needs and which challenge, inspire and maximise their potential both in school and in the wider community.

This policy is an integral part of the school's broader development of maximum inclusion of educational opportunity for all pupils and states our commitment to providing an environment in which all pupils are enabled to realise their potential.

1. Definition

- More Able are those who have abilities in one or more subjects in the statutory curriculum other than art & design, music and PE;
- 'Talented' learners are those who have abilities in art and design, music, PE or performing arts such as dance and drama.

Within our school we recognise that in defining what is meant by the term 'More Able'; we have adopted the following definitions in line with current guidance from the Department for Education:

- **More Able:** those pupils who possess a general academic learning ability which is significantly greater than those of their peers (for example in mathematics, languages, ICT).
- **Talented:** those who show an exceptional talent. This might be in areas such as music, art or sport, or a less easily acknowledged talent such as leadership or creativity.

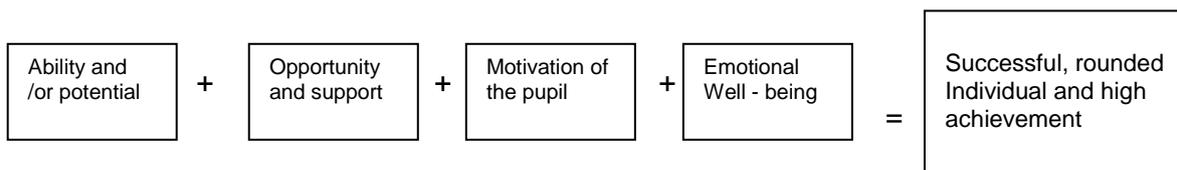
We have identified pupils in each cohort with academic ability (defined as ability in one or more subjects in the statutory curriculum other than art, music and PE), and pupils with talent (defined as those with ability in art, music, PE, or in any sport or creative art)

We will strive to identify those pupils who have the potential to achieve, but do not regularly demonstrate high achievement and we will seek to identify barriers to that achievement and help the pupil overcome them.

The term 'more able' is not to be understood as referring to the 'most able' children in the national population. The term should be seen as relative and refers to the top 5% to 10% of pupils at All Saints School.

2. Identification

It does seem that in order for a learner to achieve highly they need not only ability but also appropriate opportunities, support, and motivation:



(Eyre 1997)

We identify approximately 10% of our pupils as being the most able in the school and include these on the register.

The 'most able' are a diverse group and their range of attainment will be varied. At All Saints children are identified by making a judgment based on an analysis of various sources of information including:

- Observations of how children learn.
- Analysis of pupils' work.
- Teacher assessments.
- Statutory assessments, optional test results and other summative assessments.
- Pupils' rates of progress as indicated by pupil tracking information.
- Information from other members of staff.
- Information from parents.
- Information from external agencies e.g. music service and sports tutors.
- Discussions with the child.

We also make use of the following information and guidance in identifying More Able and Talented:

A NACE/DfEE Project (1993-6) suggested that schools should consider the top 20% as more able and a small subset (perhaps 2%) as exceptionally able.

The DCFS guidance suggests that the cohort should comprise roughly 10% in any year group.

We publish this data in a register but it should be noted that registers of able children can be dangerous, if they are not referred to and reviewed regularly, as young children, in particular, change as they mature and their talents emerge and as they move through school.

This data is collated by the Inclusion Manager and the assessment coordinator and is made available to all staff. The identified population is monitored on a regular basis to ensure that it reflects the social and economic composition, gender and ethnicity of our school.

All staff contribute to the updating of the register. Our identification of More Able pupils is a judgment which applies only to the current context and level of performance of the pupil. This means that a child may be showing ability in a particular area at a particular time. Children can move on and off the register at different times in their schooling. It may also arise that a child is identified in the top 10% in our school but on transfer to a different school no longer falls into that band of ability and is therefore not on the new school's register.

3. Monitoring, tracking and assessment of More Able and Talented

In our school, assessment data is used by teachers and across the school to ensure challenge and sustained progression in individual pupils' learning. Routine progress reviews, using both qualitative and quantitative data include:

- Teacher assessment (including use of Assessing Pupil Progress).
- Use of tests, statutory assessments, optional test results and other summative assessments.
- Regular tracking of performance of individuals and sub groups through pupil progress meetings.
- Comparison with local and national outcomes.
- Moderation of working levels.

Class teachers will track the progress of those identified and use this tracking to identify under-achievement and exceptional achievement. Our school has a system of handover meetings between current and next class teacher, using agreed criteria, to ensure the productive transfer of information from one teacher to another and to ensure progression according to ability rather than age or phase.

4. Teaching and learning

Teachers at All Saints Primary School are pro-active in ensuring that the needs of more able pupils are met within their teaching. This means taking a highly structured and responsive approach to each child's learning, in order that s/he is able to progress, achieve and participate. Classrooms should be places where all learners are inspired, encouraged and challenged to question, speculate and hypothesise.

We also ensure that we strengthen the link between learning and teaching by engaging pupils - and their parents - as partners in learning. The 'New Curriculum' offers opportunities and guidance to children to enable them to work beyond their age and/or phase and across subjects or topics according to their aptitudes and interests. Children are often involved in the design of their own tasks and engaged in the direction of their own learning.

We endeavour to cater for the additional needs of all pupils and make particular provision for More Able pupils in a number of ways:

Universal provision

All children in our school, whether More Able or otherwise, benefit from a rich curriculum that is designed to meet their needs and interests. Teachers take into account the different abilities of all the learners when planning lessons. Tasks are differentiated so that an appropriate level of challenge leads to good progress. As a school we are continually evaluating the impact of our curriculum approach on pupil engagement, attainment and achievement.

In our day to day teaching, we will:

- Provide opportunities for problem-solving, open-ended activities, hypothesising and developing thinking skills.
- Use a range of teaching and learning strategies.
- Have high expectations of all pupils.
- Provide rigorous and constructive feedback to pupils on their work.
- Use groupings flexibly.
- Encourage pupils to take risks, to play with ideas and to regard all answers, whether right or wrong, as productive opportunities for learning.
- Develop a range of learning styles.
- Encourage children to become independent learners and take responsibility for their own learning.

Targeted provision

In some lessons More Able learners will be taught in groups within the class, receiving specialist resources and/or additional support for activities from the teacher or from a teaching assistant to provide for next steps in learning. Teachers use targeted questions to stretch and challenge the Most Able learners and plan extra

challenge or opportunity in lessons such as art and physical education. In other cases pupils may be taught in separate groups or have different work set for them because it best suits their needs.

Focused / intensive provision

For some children who have unique abilities or talents additional focused support can be provided where school resources allow. This can take many forms, for example instrumental tuition from a music teacher or access to local 'master classes' with teachers from local secondary schools willing to share their expertise E.g. Colet Court and Latimer.

In addition to formal lessons, we provide other opportunities for pupils with particular talents and abilities:

- A range of extra-curricular activities that enable learners to develop particular talents, Art club, Jazz dance, and Gymnastics are just an example of what we offer.
- Access to school resources and facilities (e.g. library, ICT to allow learners to follow and develop particular interests).
- Opportunities to take part in performances e.g. solo's at the Dance Festival, solo's at the Music Festival, Art Show exhibits and local showing in art galleries and art exhibitions, participation in sporting activities, community and other projects. Solos' during our services in the church during times of assembled celebration Easter, Christmas etc.
- Participation in national schemes, competitions and festivals e.g. Proms Praise, Music Festival.

5. Personal, social and emotional Issues

Our school sets very high expectations and seeks to recognise the achievement and celebrate the successes of all of our pupils.

As a school we are aware of the unique challenges that can be experienced by gifted and talented learners such as pressure to perform, perfectionism and work overload. In addition to our whole school pastoral programmes, a range of strategies have been specifically developed or adapted to support gifted and talented learners with personal, social and emotional issues. These include:

- Pastoral support from class teacher or Inclusion Manager.
- Provision for personalised learning.
- Opportunities for pupil voice – feedback, one-to-one discussion and use of questionnaires.

6. Liaison with parents and carers

We believe it is essential to work closely with parents and carers to support the development of every child.

In particular, will work with parents and carers to meet the needs of More Able learners by:

- Asking parents and children to notify staff of any special achievements out of school so that we can recognise these in our Celebration Assembly.
- Liaise with parents about how they might support their children outside school.

Parents and carers are encouraged to work in partnership with the school in a number of ways, for example:

- Supporting More Able and Talented pupils in their ambitions through praise and encouragement.
- Encouraging participation in appropriate after school and weekend activities.
- Taking part in opportunities offered by providers such as libraries, museums, sports facilities, theatre groups and performing arts organisations, many of which run programmes for More Able and Talented learners.

7. Roles and responsibilities

Role of the governors

The name of our governor for responsibility for More Able learners is Ann Sloan. She liaises with the Inclusion Manager and Head Teacher to monitor the implementation of the policy.

Role of the Head teacher

The Head Teacher will monitor teaching, learning and provision to ensure that:

- The curriculum meets the needs of individual learners, including those who are More Able.
- More Able children achieve in line with their potential and sufficient resources, support, training and status are provided to the Inclusion Manager.
- There is a whole school commitment to supporting More Able learners.

Role of the Inclusion Manager

- Ensure that the policy is put into practice.
- Attend relevant training and network meetings to enhance their professional development.
- Support individual teachers to identify More Able children in their classes
- support individual teachers in providing for the needs of their children / research suitable resources.
- Liaise with parents/carers and outside agencies to secure the best possible provision for each pupil.
- Set up and maintain a register in the school of those pupils identified as being More Able or Talented.
- Deploy teaching assistants, outside experts, specialists, mentors and other members of the community as appropriate.
- Ensure all teachers keep appropriate records regarding More Able pupils and that these are transferred to the next year group or school as appropriate.

Role of the class teacher

Every class teacher will:

- Assist in the identification of children within their class.
- Ensure that the needs of children are identified within lesson planning and met in the delivery of lessons.

Role of the pupil

We believe that children should be involved in articulating what helps them to be effective learners and provide them with opportunities to:

- Contribute to the identification process through peer nomination.
- Develop the language to discuss the process and progress of their learning.
- Self and peer assess.
- Raise their awareness of their own preferred learning styles.
- Provide feedback on the quality of the learning process
- Participate in setting targets for learning including how they will evaluate the outcomes.

8. Monitoring and self-evaluation

The head teacher and senior leadership team are responsible for the monitoring the implementation of the More Able and Talented policy and in particular, that:

- The policy is reviewed annually.
- The register is reviewed annually.
- The achievement of every pupil including those who are More Able is reviewed termly.