



Cherry Tree Hill Primary School

MORE ABLE AND TALENTED POLICY

Date of Policy to Governors:

Minute Number:

Renewal Cycle: Annually

Date for Renewal:

Approved on behalf of the Local Governing Board

G Allen (Chair) _____

Contents:

Statement of intent

1. Aims and objectives
2. Definition
3. Identification
4. Providing feedback to parents/carers
5. Provision
6. Specific policies
7. Coordination

Statement of intent

Cherry Tree Hill Primary School is committed to Safeguarding and promoting the welfare of children and young people, and expects all stakeholders to share this commitment.

Cherry Tree Hill Primary School is committed to maximising the potential of all our pupils. We recognise our more able and talented pupils have particular needs if they are to achieve success, educationally, socially and emotionally.

Our policy of maximising the potential of our more able and talented pupils is understood and supported at all levels in the school, including with governors and all staff, as well as pupils and parents/carers. This policy is implemented in order to support our school vision.

1. Aims and objectives

Through the policy, we aim to ensure that:

- We recognise the different needs of our more able and talented pupils, including those who coast, are underachieving, have special educational needs (which may be hidden or masked by their ability) or are from ethnic minorities.
- Every more able and talented pupil receives an appropriate education to meet their needs.
- We provide appropriate opportunities to stretch and challenge the skills and talents of our more able and talented pupils.
- We recognise the social and emotional needs of our more able and talented pupils and support them as part of our policy, including poor risk-taking skills and perfectionism.
- We have a school environment which positively supports our more able and talented pupils, actively encouraging questioning and challenge, as well as creativity and higher order thinking skills.

2. Definition

We recognise that there are many definitions of more able and talented. In Cherry Tree Hill Primary School we use the following definition:

Gifted and Talented

Children and young people with one or more abilities develop to a level significantly ahead of their year group (or with the potential to develop those abilities).

Gifted

Gifted describes learner who has the ability to excel academically in one or more subjects.

Talented

Talented describes learners who have the ability to excel in practical skills or in an area of vocational skill.

Academically able

Academically able learners are those who consistently achieve above the average for their age group but do not meet the gifted and talented criteria for individual subjects.

3. Identification

Our overarching identification policy is:

- To identify the pupils who fall into our stated definition of more able and talented pupils.

We identify more able and talented pupils through:

- School tests (state achievement tests i.e. SATS results, Teacher assessment both formative and summative, end of year results).
- Nomination by class teachers as a result of performance in the classroom (appendix 1).
- Information provided from home about any out of school activity (i.e. county tennis champion) or work done at home (i.e. providing portfolio evidence).

We recognise that some pupils will not be obvious candidates for our more able and talented programme, but when they are challenged and enthused in an appropriate way, their gifts or talents are more likely to become apparent.

We recognise that pupils may not be more able and talented in every subject and our policy

makes allowances for this to ensure that pupils are supported in their areas of need and stretched and challenged in their area of talent and potential.

The talents and abilities of all children will be recognised, regardless of their race, gender, disability or social class. Talent is equally distributed across all social classes, but opportunities are not. As a school, we must identify and nurture all talents in our school. It is every child's right to go as far and as fast as they can in every area of the school curriculum.

4. Providing feedback to parents/carers

It is important that parents/carers are kept informed of their child's status as more able and talented. This is done in the following ways:

- Through a meeting, should they request it (Appendix 4).
- Through a meeting at least once a year with all parents/carers of the pupil in the year or school in the more able and talented cohort. The purpose of this meeting is to outline (Appendix 5)
 - How the school identifies our more able and talented pupils.
 - What we are doing to support them.
 - Identify a named person to see to discuss any issues that may arise.
 - Signposted towards any additional provision they can access outside of school in order to support and develop their child's ability in the identified area/s.

We believe that involving parents/carers and having a positive working relationship between school and home is extremely important if a pupil is to maximise their potential.

5. Provision

Whilst the needs of every individual more able and talented pupil will be different, there are particular school provisions that are especially beneficial to our more able and talented cohort. These include:

- The More Able and Talented register is compiled by year groups and is reviewed during the year.
- Opportunities for educational trips and visits to develop talent.
- Opportunities to develop higher order thinking skills, including critical and creative thinking.
- The More Able and Talented Register is compiled by year groups, and is reviewed annually, or more often if required. (See Appendix 2)
- Planning at all levels incorporates the needs of more able and talented pupils (Appendix 3).
- Opportunities for more able and talented pupils are provided through: curriculum extension within the classroom, individualised learning programmes, group work within / outside the classroom and links with other schools / outside providers (where appropriate).
- Opportunities for more able and talented pupils are encouraged to participate in extra-curricular activities which provide enrichment opportunities to extend and challenge pupils.
- In circumstances where the school does not have the specialist expertise to meet the needs of a specific talent, the school signposts the pupil and their parents towards clubs / activities which meet their needs and have the capacity to develop their potential.
- Opportunities to question concepts to extend understanding, including following teacher feedback.
- Opportunities for pupils to develop self-regulation skills.

6. Co-ordination

We believe it is important to coordinate our more able and talented policy, and we do this by assigning the following responsibilities:

Lead governor:

- Annually report to the governing body on the progress of this policy.
- Annually meets with the coordinator to evaluate the policy and provision.

Co-ordinator:

Oversee the more able and talented policy implementation.

- Keep a register of all more able and talented pupils and their provision.
- Develop and implement our more able and talented policy.
- Liaise with parents/carers.
- Monitor statistics on the impact of the more able and talented policy.

Subject-specific teachers:

- Keep up-to-date with talent development within the subject.
- Keep a subject-specific register of the more able and talented pupils.
- Implement subject-specific initiatives to maximise the potential of all pupils, including those identified as more able and talented.

7. Monitoring and Review

We believe it is important to monitor and review our academically more able pupils, and we do this by assigning the following responsibilities

- Class teachers keep records of the attainment and progress for all pupils in their classes in Reading, Writing and Maths, and report each term on the progress and attainment of these pupils.
- Class teachers keep records of the attainment and progress of the more able and talented pupils in those areas in which they excel. This is used to inform future provision necessary to meet their needs.
- Class teachers review progress and set targets with pupils each half term, or more often if required.
- The Assessment Co-ordinator tracks progress of individuals, groups, classes and cohorts and reports to the Senior Leadership Team and Governors.
- The More Able and Talented Co-ordinator tracks progress of More Able and Talented pupils and reports to the Senior Leadership Team and Governors.
- The More Able and Talented Policy is reviewed annually.

Appendix 1

Information for Teachers

When challenging the most able pupils in the classroom, teachers should make positive statements, rather than negative.

- Pupils should be encouraged to think more deeply about the current content. Schools should focus on depth of knowledge, rather than breadth
- Challenge focus on speaking or social skills. This could involve encouraging debates, or presentations, rather than written work. This would work in reverse if pupils are comfortable with spoken debate, but not written work
- Introduce more nuanced ideas and concepts. They could do this by debating divisive issues, or teaching pupils more about perspective, opinion and how facts can be manipulated
- Teachers should allow more able pupils to take risks in their learning and occasionally fail. Allowing pupils to make mistakes challenges them and encourages them to learn from where they went wrong previously
- Schools should challenge more able pupils by taking a more cross-curricular and interdisciplinary approach to subjects and expecting pupils to see how different subjects and topics link together

Appendix 4

_____ (date)

Dear _____,

This letter is to inform you that your child, _____, has been placed on the More Able and Talented Register.

Your child has been identified as excelling in the following area/s of the curriculum:

If you would like further information on the provision the school is providing in order to support your child in this/these areas, please inform the school office so that an appointment can be made for you to meet with Mr Morris , the More Able and Talented Co-ordinator.

Yours sincerely,

More Able and Talented Co-ordinator

Appendix 5

Indicators of More Able Pupil

Listed below are some characteristics which are common amongst children who are more able or have a higher learning potential. This list is not exhaustive and not all more able children will display every characteristic. You may wish to use these characteristics as a point of reference to aid you in your judgement.

	Evidence/Example
Think quickly and accurately	
Work systematically	
Generate creative working solutions	
Work flexibly, processing unfamiliar information and applying knowledge, experience and insight to unfamiliar situations	
Communicate their thoughts and ideas well	
Be determined, diligent and interested in uncovering patterns	
Achieve, or show potential, in a wide range of contexts	
Be particularly creative	
Show great sensitivity or empathy	
Demonstrate particular physical dexterity or skill	
Be outstanding leaders or team members	
Be fascinated by, or passionate about, a particular subject or aspect of the curriculum	
Demonstrate high levels of attainment	

Reviewed annually in the Autumn Term

Date of Policy:

Minute No: