

Kind Hands and Clever Minds Make Our School



More Able and Talented Policy

July 2015

Ty'n y Wern Primary School More Able and Talented Policy

(This policy should be read in conjunction with the school's 'Teaching and learning and Curriculum' policy, 'Assessment, Recording and Reporting' policy and associated curriculum policies.)

Introduction

At Ty'n y Wern Primary School we care for pupils and their needs, talents and wide interests throughout their school career. Every pupil has individual gifts and abilities. Our school recognises this and is committed to ensuring that all pupils have the chance to succeed and realise their potential in a quality learning environment that is safe, secure, caring, purposeful and stimulating.

The school believes that effective teaching and learning strategies have a positive impact on more able pupils also improve standards for pupils of all abilities. In Ty'n y Wern Primary School, teachers aim to challenge all pupils to reach the highest standards of learning.

National Priority

This policy acknowledges the national priority in improving the identification and raising the challenge, achievement and attainment of more able and talented learners across primary schools in Wales. In May 2008, the Welsh Assembly Government published the guidance document for schools and local authorities called 'Meeting the Challenge: Quality Standards in Education for More-able and Talented Pupils'. This was supported by the Estyn document, 'Supporting More Able and Talented Pupils in the Primary Classroom' (2011).

Aims

- Provide a secure, stimulating and structured environment in which all pupils can develop an enquiring mind and achieve high standards of work;
- Liaise with parents, carers and other stakeholders to promote the fact that more able and talented children have particular educational needs which must be met to realise their full potential;
- Encourage commitment to the personal, social and intellectual development of the child;
- Encourage a broad, balanced and appropriate curriculum for more able and talented children;
- Encourage full participation and strive for high standards of learning in academic, sporting and artistic endeavours;
- Encourage children to develop interests through extra-curricular activities at school and in the wider community.

Definition of More Able and Talented

In Wales, the term 'more able and talented' refers to about 20% of pupils who require enriched and extended opportunities to develop their abilities or talents in one or more areas. In every cohort, there are more able and talented pupils who require greater support in learning than that provided for the majority of pupils. These pupils include those who are more able across the curriculum and may be capable of achieving above the expected level in the end-of-key-stage teacher assessments. They also include those pupils who show ability or are particularly talented in one or more specific areas, such as music, drama, art or sport.

Characteristics of more able pupils

A more able pupil may demonstrate one or many of the following characteristics:

- Ability to learn more quickly and easily
- Greater reasoning ability
- More than usual persistence
- Greater speed of thought
- Greater memory
- More extensive vocabulary
- More accurate powers of observation
- A vivid imagination
- Leadership skills
- Greater initiative
- Well developed sense of humour
- High personal standards
- Divergent thinking

Criteria for More Able and Talented

The school uses a range of strategies to identify more able and talented children. The identification process is ongoing and begins when the child joins the school. Discussions with parents and carers enable us to build a profile of the achievements and strengths of all children. Judgements are consistent through regular discussion and moderation.

1. Children undergo assessment within the first half-term of joining the school.
 - Children in foundation phase receive a baseline assessment which gives information about their developing skills and aptitudes across several areas of learning. We discuss each child's baseline assessment information with the parent/carer, and use this information when planning for individual needs.
 - Children in Key Stage 2 are teacher assessed over the first half term. This data is entered into the school's ongoing tracking system. The school also makes use of existing data such as leveled outcomes at the end of foundation phase and National Test information.
 - Additional information may also be used throughout the year, including for children who join mid phase. These include external reports, CATs testing and other sources of information.
2. More able and talented pupils in English, mathematics, Welsh, ICT and science.

More able pupils are identified through the school's internal oracy, reading, writing, mathematics and Welsh tracking sheets. Children who are operating 2 clear sub-levels above the average for their age group are generally identified as more able and talented. Although not formally tracked, skills ladders in ICT and science provide clear benchmarks for identification of more able pupils.

As more able children continue through the school, progress is tracked through termly pupil progress meetings to ensure that children are making a minimum of 2 sublevels per year. Targets for improvement are set which are implemented during weekly planning sessions.

3. More able and talented pupils in other areas

Talented pupils are identified by teachers using ongoing teacher assessment, by information from parents, evidence from out of school activities and from pupils' own interests. Where possible, opportunities to share and develop these talents are provided in school.

Once identified, children are placed on the 'More Able and Talented Register' which details the pupil's area of strength. (See appendix 1)

Strategies for More Able and Talented Provision

The school aims to implement the following strategies to ensure that more able pupils achieve high standards in school:

- Early identification, with a register of pupils listed as more able and talented, coupled with swift action to ensure appropriate challenge at all ages;
- Rigorous target-setting, tracking and monitoring of pupil progress, using a range of observation and standardised testing;
- A curriculum that sets out all pupils' entitlement to an appropriately challenging and individualised learning experience that focuses on all pupils becoming independent learners and developing their higher-order literacy, numeracy, thinking, problem-solving, creative, and physical skills;
- A senior manager who takes responsibility for more able and talented pupils. This person works effectively alongside other senior teachers, teaching staff, Governors, pupils, parents and other partners;
- A consistent, whole-school approach to learning by teachers and support staff who have been trained to recognise, understand and respond to the needs of more able and talented pupils.
- Good transition links between primary and secondary schools to raise teacher expectations and provide suitably challenging work for more able and talented pupils on entry to their first year in secondary school;
- Appropriate levels of resourcing allocated to provide additional provision for more able and talented pupils;
- A wide range of extra-curricular projects that cater for the needs of more able and talented pupils, such as IT and writing clubs, and activities supported by external specialists, such as gymnastics or drama.

Assessment for Learning

Assessment for learning strategies identified in the school's 'Assessment, Marking and Feedback' policy help pupils know how well they are doing and how they can improve. Strategies include:

- Pupils and teachers setting challenging targets which are relevant to their specific needs;
- Children actively monitoring and reviewing targets. Pupils undertake regular self-assessment and peer-assessment and talk about their strengths and areas for improvement confidently and with understanding.

Pupils have opportunities to contribute to curriculum planning often by discussing what they already know about a topic and what they would like to know. Teachers in these schools incorporate opportunities for individuals and groups of pupils to develop specific skills at appropriate levels while learning about their planned topic.

Partnership with Parents

The school will endeavour to share with parents and carers the school's policy for identifying and meeting the needs of pupils identified as 'more able and talented'. The school policy will be uploaded onto the school blog as well as being available in the school reception. Progress of all pupils is shared in parent teacher consultations throughout the year. This includes sharing sub-levelled data which is compared against national expectations.

Additional Learning Needs

In Ty'n y Wern Primary School, the needs of more able and talented pupils are included as part of additional learning needs provision. The inclusion coordinator oversees more able and talented provision. The inclusion coordinator liaises with a range of partners including teachers, learning support assistants, parents/carers, pupils and Governors.

Ability Grouping Policy

Generally, children across the school remain with their class throughout the year. A variety of planned differentiation techniques and activities will be used to meet the individual needs of the pupils within the class. However, there may be opportunities where ability groupings would be appropriate for particular curriculum areas. For example, in the upper school, maths groupings are set at the start of the year based on upon a child's current attainment level and their overall confidence in the subject. Children may change groups during the year depending on their rate of progress.

Enrichment

The school believes that provision for more able and talented learners is also met through enrichment experiences the children experience during their education in school. Examples include:

- Weekly 'modern foreign language' lessons with a specialist teacher;
- Weekly physical activities (dance and athletics) with a specialist teacher;
- Educational visits linked to curriculum themes;
- Workshops provided by specialists linked to areas of the curriculum;
- Opportunities to perform at musical concerts;
- Opportunities to compete at sporting events;
- Extra - curricular clubs such as 'code club';
- Specialists providing extra - curricular activities;
- Opportunities to be taught by teachers from the cluster High School;
- Peripatetic music provision for a range of string, brass and wind instruments.

Emotional Health

On rare occasions, a small minority of pupils who are not more able and talented, may be overly encouraged by their parents to perform at a level that is beyond them. The school recognises the negative impact that this may have on a child's emotional health.

Alternatively, children who are particularly able may put themselves under pressure to constantly 'perform' and achieve the highest standards of learning. In both instances, these pupils may fail to cope emotionally and socially, resulting in low mood and/or frustration. To support these pupils, the school will use a range of pastoral strategies to ensure that the pupil receives the appropriate nurture and guidance. Where appropriate, this may include referral to external agencies.

Monitoring and Evaluation

The more able pupil register will be regularly updated on a termly basis. Pupil progress meetings will review the children who are on the register and add or remove any children as appropriate. Where appropriate 'more able and talented' individual education plans will be created to ensure that identified children are being sufficiently challenged.

All monitoring and evaluation should reflect the school's self-evaluation procedures and 'Monitoring and Evaluation' policy.

The school's 'Inclusion Team' and the 'Governing Body 'ALN and pupil wellbeing' committee will review the progress of pupils identified as more able and talented.

Equalities

To ensure that the needs of more able and talented pupils from different socioeconomic groups and minority groups are met, the school will aim to ensure that arrangements for identification and assessment of needs and subsequent provision is equally accessible to children who:

- are from minority ethnic groups;
- are travellers;
- are in the 'looked after' system;
- have additional needs or disabilities;
- have English as an additional language;
- are in receipt of free school meals;
- are living in a family 'under stress';
- join mid-phase.

Policy written by the SMT
July 2015

Signed by Chair of Governors _____

Dear Parents/Carers,

In addition to the curriculum, we believe that the pupils have a range of talents which extend beyond the classroom. We are really interested to hear your views - we want to find out about the children's talents and abilities that we have yet to learn about in school.

If you think that your child does have a particular talent or possesses high ability in a particular area, then please complete the form providing as much detail as possible. Knowing about the children's achievements will allow us to celebrate their talents in assembly. There may also be opportunities to provide additional activities in school linked to the children's achievements outside school.

If you would like to share anything with us, please complete the form below and return to school. We are really looking forward to finding out about the children's activities outside school.

Yours sincerely,

Steve Noel
Head Teacher

Name of child: _____

Year Group: _____

Please complete the section explaining your child's talents.

Please remember to consider:

- Creative talents e.g. Music, drawing, dancing
- Physical talents e.g. Sport, gymnastics
- Additional languages
- Subject areas

Please include details of when you first noticed this, any feedback from specialists in the field and whether your child receives any extra tuition or attends any clubs that develop this talent.

1. Area of Strength

2. Background Information

3. Any Other Information

Parents' signature _____

Date _____