



Supporting More Able & Talented Policy

Issue No

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Rationale

At Scott Lower School we believe that all children develop and thrive in a happy, secure, supportive and stimulating environment, where all the school community work in partnership. This policy reflects the school's beliefs, practice and educational provision with regard to children who have been identified as 'More Able and Talented' in comparison to their peer group.

Aims

- To provide a definition of More Able and Talented pupils
- To describe the cycle of identification, planning, learning, monitoring, assessment and review for More Able and Talented pupils at Scott Lower School
- To show how More Able and Talented pupils and their parents or carers are involved throughout the cycle
- To describe how the additional and different learning needs of More Able and Talented pupils are provided for at Scott Lower School
- To provide a curriculum which has been differentiated to ensure it is appropriate to the needs of More able pupils
- To provide learning activities for the More Able children, which will extend their skills and knowledge
- To provide extension and enrichment activities, which will ensure the children are challenged and achieve their potential
- To encourage all pupils to be independent learners

Definitions

MORE ABLE refers to children who are achieving or who have the potential to achieve in advance of their peers in one or more academic subject.

TALENTED refers to children who are achieving or who have the potential to achieve in advance of their peers in music, art, sport or creative art.

The children identified as More Able and Talented at Scott Lower School are those in the top 5-10% of the pupil population.

Equal Opportunities

All children, regardless of their race, cultural heritage, gender, religious beliefs and abilities, are given equal opportunities to develop their knowledge, skills and understanding and to become confident and independent learners. We have high expectations of all our pupils and value and nurture their diverse talents.

Identification

Identification will be an on-going process aided by assessment (both formative and summative). Since relative ability changes over time, learners should move on and off the register when appropriate. Identification of More Able and Talented learners at Scott Lower School is a continuous and flexible whole school process and is based on evidence from a range of sources, which include:

- Observation in lessons and other settings, such as clubs and performances
- Nomination by teachers and parents/carers
- Assessment of pupils' work
- Data from formal and informal tests
- Rate of progress
- Cognitive assessment (where considered necessary)
- Information provided by parents/carers
- Information from outside agencies

We are aware that some More Able and Talented children may be underachieving for a variety of reasons, e.g. because of a specific learning difficulty or physical disability or because English is not their first language, and we are vigilant for these pupils. Where a pupil has been identified by teachers as More Able or talented, the class teacher discusses with the More Able and Talented Co-ordinator, and a decision will be made if the pupil's name should be added to the More Able and Talented Pupils Register.

The parents or carers are informed and consulted. This will normally be at the next Parent Consultation. The views of the child and parents or carers are sought and recorded on the Pupil Consultation Form, together with any additional information they offer.

An accurate record of the school's identified More Able and Talented pupils is kept and updated termly.

Planning and Provision

Planning of personalised learning and specific strategies to address the different and/ or additional learning needs of More Able and Talented pupils is the responsibility of the class teacher. Provision for More Able and Talented pupils at Scott Lower School is mainly through appropriate challenge within the classroom and through appropriate differentiation. More Able and Talented pupils are identified in teachers' lesson planning for the relevant subjects and additional or different learning objectives, tasks, strategies and resources are indicated as appropriate. The advice of the More Able and Talented Coordinator and of specialist teachers within the school may be sought where necessary.

Effective provision for More Able and Talented learners is founded on the principles of good teaching for all children, which include:

- creating a classroom culture of high expectations and aspirations
- creating a climate where 'having a go' is valued as much as being right
- showing children that their abilities and talents are valued
- providing a creative curriculum with cross-curricular links
- building on what the learners already know, setting clear learning objectives and sharing them with pupils
- using a variety of teaching styles
- matching tasks to learners' maturity and to the way they learn best
- developing learners' understanding through enquiry, creative learning and problem-solving
- helping learners to develop their thinking skills
- helping learners to develop their skills in managing information and using technology
- encouraging collaborative learning
- developing learners' self-confidence and self-discipline
- encouraging children to reflect on their own learning and developing their understanding of the learning process
- making children partners in their learning and in assessment
- making learning vivid, relevant, enjoyable and challenging

At Scott Lower School, we provide a broad, balanced and creative curriculum with many opportunities for our More Able and Talented children to excel academically, artistically and in sporting activities. Teachers' skills and subject knowledge enable work to be planned in breadth, depth and pace. Theme weeks, visits, visitors to school, such as theatre companies, artists, musicians, parents, all contribute to an enriching curriculum.

Strategies for effectively differentiating tasks for More Able and Talented learners include:

- providing a common task that invites different responses and outcomes
- graded tasks with different starting points and opportunities to progress further
- separate tasks linked to a common theme

Strategies for developing challenge for More Able and Talented pupils include moving from:

- concrete to abstract
- simple to complex
- basic to transformational
- single to multi-faceted (making connections across subjects)

- structured to open-ended
- little to greater independence
- small to larger steps

And creating opportunities to encourage a thirst for learning through:

- probing questions
- teacher-pupil interaction
- peer discussion
- time for in depth discussion with adults or older pupils
- discourse that allows them to learn how to express their views, pose questions and question the views of others
- time for independent learning, enquiry and research

Other additional learning opportunities, for specific groups of More Able and Talented pupils, include small group lessons with a specialist teacher, opportunities to learn with children in older year groups, visits and workshops from outside experts, projects with local upper schools.

Extra-curricular provision available to More Able and Talented children outside the classroom includes:

- instrumental music lessons
- opportunities for personal development, including leadership skills through the School Council, Heath Leaders, etc.
- dedicated clubs for reading and maths
- e-learning
- opportunities to develop skills in sports, music, dance, drama and art through activities and clubs led by teachers and outside specialists
- opportunities for competitive sport with other schools
- opportunities to participate in public performances
- challenging homework projects that encourage independent research and effective presentation skills

Responsibilities

The head teacher will be responsible for:

- overall policy setting
- the depth and breadth of the curriculum
- whole-school assessment and monitoring systems
- leading/facilitating staff in their provision for the More Able

The More Able and Talented Coordinator will be responsible for:

- monitoring the implementation of the agreed policy
- compiling and maintaining an up-to-date register of More Able and Talented children
- coordinating provision for children on the register
- developing expertise in this area through appropriate staff training
- sharing expertise with other staff and directing them to appropriate training
- supporting and monitoring curriculum planning which ensures differentiated provision
- ensuring the transfer of relevant information on the cohort to transition schools
- purchasing and organising resources to facilitate the teaching of More Able children

The Subject coordinator will be responsible for:

- advising others of suitable strategies for extending the More Able in their subject
- purchasing and disseminating appropriate resources
- assisting colleagues with differentiated planning
- collecting examples of exceptional work
- monitoring provision for the More able in their subject

The Class Teacher will be responsible for:

- identifying the More Able in their class
- setting appropriate targets for the More Able in their class
- ensuring appropriate provision through differentiated planning
- using appropriate resources to challenge the More Able
- reporting to parents and others on the progress of the More Able

Equal Opportunities

Scott Lower School is committed to working towards equality of opportunity for all children regardless of age, ability, gender, race and social circumstances. All pupils are of equal value and have the same right to take part in the varied activities and opportunities wherever possible. All opportunities for learning should be offered in a way which allows all children access and the ability to progress at their stage of understanding.

Disability Discrimination Act

Scott Lower School is committed to having due regard to the following:

The Disability Discrimination Act 1995 has been amended by the Disability Discrimination Act 2005 so that it now places a duty on all public authorities, including schools, when carrying out their functions, to have due regard to the need to:

- Promote equality of opportunity between disabled persons and other persons
- Eliminate discrimination that is unlawful under the Act
- Eliminate harassment of disabled persons that is related to their disabilities
- Promote positive attitudes towards disabled persons
- Encourage participation by disabled persons in public life
- Take steps to take account of disabled persons' disabilities, even where that involves treating disabled persons more favourably than other persons.

