



More Able and Talented Policy

THIS POLICY IS TO BE READ IN CONJUNCTION WITH THE SAFEGUARDING AND CHILD PROTECTION POLICIES AVAILABLE ON THE SCHOOL WEBSITE

Ellwood School is committed to safeguarding and promoting the welfare of children and young people, and expects all staff, and volunteers, to share the same commitment.

More Able and Talented Co-ordinator: Donna Milford

A policy for the most able pupils will assist us in providing the best possible education for all pupils at Ellwood School. We recognise that our most able students have particular needs which we should meet if they are to realise their potential. A consistent and co-ordinated More Able and Talented policy will have the effect of raising standards of teaching and learning in all areas and for all pupils.

Aims of the More Able and Talented Policy

- to ensure that all students receive the education appropriate to their needs;
- to raise aspiration for all pupils;
- to improve motivation and achievement of more able and talented pupils;
- to provide a focus for teaching and learning which will have a positive impact on the curriculum as a whole;
- to provide opportunities to develop specific skills or talents;
- to raise awareness with parents/carers and staff of other sources of support and enrichment.

Who does More Able and Talented refer to?

More Able refers to pupils who are academically able (usually in the top 10% of their year group) and who are exceeding national expectations. A child may more able or talented in many fields or in one area only.

As a guide, this would be those attaining:

- ✓ Level 3 at KS1, on the old National Curriculum or Attaining Greater Depth on the New Curriculum.
- ✓ Level 5 or 6 on the old National Curriculum at KS2 or obtaining Greater Depth on the New Curriculum.

Talented refers to pupils who exhibit above average ability in a sport, drama or music.

How do we identify students?

Parents have a huge amount of information regarding their child's abilities and are encouraged to share this with school where they believe their child may be more able or talented. At the start of the Reception Year parents/carers are invited to a meeting which includes sharing successes and skills already achieved. New parents are also invited to share their children's successes and abilities. This is often carried out through "Wow" vouchers being completed and sent in from home. Parents are always encouraged to send in certificates and awards earned outside school as part of our regular celebration assemblies. This information will help in identifying more able and talented students. Ellwood School uses whole school achievement folders, celebration assemblies, observations and primarily teacher nomination to identify children who should be on the More Able and Talented list. Teachers assess pupils' abilities in a range of subjects and skills as part of everyday teaching and learning; they can also use assessments to identify performance in academic subjects in relation to their peers and national expectations. Putting a child on the More Able and Talented list is carried out in consultation with parents. Provision for these pupils is then planned. The More Able and Talented list is fluid and flexible and a child will not necessarily remain on it indefinitely.

What training do teachers have for supporting more able and talented students?

- New staff are made aware the More able and Talented list and how children are selected.
- West Glos Support Partnership - collaborative working across school and partnerships
- Subject Leader Network Meetings and membership of organisations such as Youth Sport Trust.

- Links with Secondary Schools e.g. Lakers Science teacher delivering workshops, maths clubs held at Lakers Secondary for the more able.
- Teachers observing lesson in other schools
- Access to useful websites such as Potential Plus
- CPD training linked to Greater Depth and Challenge.

What support is there for more able and talented pupils?

Pupils who are on the More Able and Talented list will have their own target passport. This is drawn up by the class teacher, in consultation with the subject co-ordinator, if needed. The parent or carer and pupils may also contribute. A child's strengths are identified and personal targets are set. It will also include clear guidance on how the school will help the pupil with these targets and how adults at home can support them too. Reviews will be part of the Parent Consultations, and additional meetings arranged as needed. Parent's maybe sign posted by staff to other organisations e.g local clubs, websites.

In the classroom

All pupils, including the more able and talented, experience appropriate levels of challenge and enrichment through Quality First Teaching, personalised learning in the classroom and in extra- curricular activities. In developing this provision teachers will consider and may apply the following strategies.

Planning:

- Identifying provision for more able and talented pupils in plans;
- Identifying clear stages of development in schemes of work;
- Restructuring class organisation or pupil grouping;
- Setting differentiated homework;
- Differentiation through pace, task, dialogue, support, outcome, resource, content and/or responsibility;
- Planning a variety of extension and enrichment activities.
- Opportunities for pupils to demonstrate talents

Challenge:

- Problem solving and investigation to develop reasoning and thinking skills
- Use open-ended questions and tasks
- Introduce elements of competition within and outside peer group
- Competition against self through target setting
- Opportunities for creative and productive thinking

- Taking part in competitions

Outside the classroom

- Clubs at lunchtime or after school, covering academic as well as other activities
- Visiting experts. Workshops from writers, scientists, actors etc.
- Use of additional support, TA's, other adults, older pupils (buddies) and parents for one to one or group work to extend a child in a specific area.
- Links with outside agencies (music tuition, sports coaches, etc.)
- Participation in special competitions
- Signpost activities outside school through newsletters, website e.g. Informing parents of local events, activities and competitions such as: Annual events such as Cheltenham Science and Literature Festivals
- Offer support to parents and carers through the school website with suggested organisations and other websites offering activities and enrichment.

MONITORING AND REVIEW

This policy was formulated following discussions and consultation with staff and governors.

Reviewed: September 2017

Its implementation is seen as the responsibility of all staff.

This policy is scheduled for review in September 2019

Signed : D.Milford (Head Teacher)