

# SHIREHAMPTON PRIMARY SCHOOL

## More Able, and Most Able / Talented Children Policy

### 1 Introduction

1.1 We believe in providing the best possible provision for pupils of all abilities. We plan our teaching and learning so that each child can aspire to the highest level of personal achievement. The purpose of this policy is to help ensure that we recognise and support the needs of those children in our school who have been identified as 'more able', 'most able' or 'talented'. We believe that all children under our care are special in their own way and have areas they do well in and that our role is to foster this ability to ensure it grows throughout the children's school career.

1.2 The Ofsted school inspection handbook (January 2014) states that it is 'important to test the school's response to individual needs by observing how well it helps all pupils to make progress and fulfil their potential' and that it may be relevant to pay particular attention to the achievement of 'the highest attainers'. Whatever the terminology, we will ensure that all pupils are challenged and make at least good progress in school.

1.3 At SPS the terms are distinguished as follows:

- **More Able** refers to a child who has a broad range of achievement at a level above average within their year group curriculum. They are mastering objectives and are assessed at working at greater depth in the curriculum of their year group and this will be noted on SPTO using #3;
- **Most Able** refers to students who achieve, or have the ability to achieve, **significantly above** average (compared with the attainment of other students in their year group at SPS) in one or more of the National Curriculum core subjects and this will be noted on SPTO using #4;
- **Talented pupils** refers to those students who achieve, or have the ability to achieve, **significantly above** average in art, performing arts, physical education or in areas compared with the attainment of other students in their year group at SPS.
- **Significantly above** refers to pupils that are judged and assessed to be attaining and achieving all of the identified key objectives within the next year group's curriculum. These will be noted on SPTO as achieved in the next year group's curriculum and mastery denoted by #4.

1.4 In practical classroom terms most able children are likely to present themselves to teachers in one or another of three groups:

- Those whose outstanding ability is so evident (and in some cases linked with behaviours that cause difficulties in the classroom), that teachers seek to develop specific strategies to cope with their high ability,
- A much larger group of children with high levels of ability and achievement
- Children with high levels of ability, but who are not achieving at a high level.

Most Able pupils can have/be:

- Good all-rounders
- High ability in one area only
- Of high ability but with low motivation
- Of good verbal ability but having poor writing skills
- Very able with a short attention span
- Very able with limited interpersonal skills
- Keen to disguise their abilities
- SEN (think of children on the Autistic spectrum)
- Behavioural difficulties

According to Renzulli (1986) giftedness not only involves above average ability but also involves task commitment and creativity. Task commitment and creativity have been included for the following reasons:

- To let students know that there is more to being on the Most Able and Talented register than high achievement in test scores. Commitment and application of ability is also required.
- To help curriculum areas to identify those pupils who have the potential to be highly productive and not just the pupils who come in with high target grades.
- To raise awareness of the fact that provision for the Most Able and Talented also needs to encourage task commitment and creativity.

**Pupils with high task commitment might show the following:**

- The capacity for high levels of interest, enthusiasm, fascination and involvement in a particular problem, area of study, or form of human expression.
- The capacity for perseverance, endurance, determination, hard work, and dedicated practice. Setting high standards for one's work; maintaining openness to self and external criticism; developing an aesthetic sense of taste, quality, and excellence about one's own work and the work of others.

**Pupils with high creativity might show the following:**

- Fluency, flexibility, and originality of thought.
- Openness to experience; receptive to that which is new and different (even irrational) in thoughts, actions, and products of oneself and others.
- Curious, speculative, adventurous, and "mentally playful"; willing to take risks in thought and action, even to the point of being uninhibited.
- Sensitivity to detail and aesthetic characteristics of ideas and things.
- Willingness to act on and react to external stimulation and one's own ideas and feelings.

## **2 Aims**

### **2.1 Our aims are to:**

- Identify pupils who demonstrate a specific most 'ableness' or talent in any area of the Curriculum or in their personal life
- Provide CPD opportunities for teachers to become familiar with guidelines and checklists designed to help the identification of Most Able and Talented pupils
- Encourage identification of a pupil's particular most 'ableness' or talent from as many sources as possible

- Provide appropriate opportunities to ensure that the pupil's particular most 'ableness' or talents are developed according to need during their time at Shirehampton Primary School
- Provide appropriate challenge and stimulation for pupils to develop their particular most 'ableness' or talent within a whole class approach
- Provide a differentiated and challenging Curriculum which draws upon the entire range of multiple abilities, and intelligences
- Develop our pupils to become enthusiastic lifelong learners
- Provide opportunities for pupils to develop their particular most 'ableness' or talent through extra curricular activities either at school or outside
- Provide a topic based Thinking Skills enriched curriculum, enabling Most Able and Talented pupils to function at a higher cognitive level, pursuing open ended tasks
- Equip the school with up-to-date resources specifically geared towards the needs of the Most Able and Talented pupils
- Provide opportunities for Most Able and Talented pupils to feel special with regards to their particular most 'ableness' or talent, thus developing a positive self image, sense of satisfaction and achievement

### **3 Identification of most able and talented children**

- 3.1** We use a range of strategies to identify most able and talented children. The identification process is ongoing, and begins when the child joins our school. Each child's pre-school record gives details of achievements and interests in particular areas. Discussions with parents and carers enable us to add further details to these records. Teachers will ensure adequate progression and continuity by liaising with other professionals during a pupil's transfer within school and from the school.
- 3.3** As the children progress through the school, we assess them regularly to ensure that they are making the sort of progress that we are expecting of them in their individual and personal targets.
- 3.4** Teachers also make regular assessments of each child's progress and we compare the information from these tests with a range of national and local authority data in order to ensure that each child is making appropriate progress.
- 3.5** Teachers will share information within registration with support staff and appropriate visitors to ensure adequate provision at all times.

### **4 Provision**

#### **4.1** *In-Class:*

- Teachers will provide a stimulating, differentiated, engaging and challenging curriculum to enable pupils to develop their higher order thinking skills, communication skills, creative thinking, verbal reasoning, co-operative discussion and respect for others
- Teachers will use a range of open-ended challenges and enrichment activities in a purposeful and inspiring learning environment
- Teachers incorporate enrichment/extension activities within their short term planning

- When planning work for Most Able and Talented pupils, teachers will ensure that emotional, social, intellectual, interpersonal, intrapersonal, creative development and self-esteem are at the forefront of their daily routine
- Teachers will provide tasks that address pupils' learning styles and encourage the promotion of others through the planning of visual, auditory and kinesthetic tasks through independent, pair and group working
- Pupils will be grouped into a minimum of two sets according to their ability for numeracy.
- Teachers will typically differentiate pupil tasks three ways for literacy and numeracy as a minimum with due attention to the needs of all pupils including most able and talented pupils
- Teachers will recognise the benefits of pupils working in mixed ability groupings
- Children are able to move to higher year group classes for some or all of their lessons as appropriate

#### **4.2 Out-of Class:**

- Teachers actively seek out opportunities to engage Most Able and Talented pupils beyond the realm of the National Curriculum within and outside school (including with other schools)
- Teachers use homework as an opportunity to develop and supplement the needs of Most Able and Talented pupils as appropriate
- The school will provide a range of extra-curricular tasks to stimulate and extend our pupils such as clubs, trips, visitors and music. These are particularly effective at extending Most Able and Talented pupils
- Children will have access to specialist teaching if this is deemed appropriate to their particular ability or talent (e.g. peripatetic music teachers)
- Children are given opportunities to attend events run by outside providers with the specific rationale of addressing most able and talented pupils (e.g. literacy, numeracy and science events)
- Staff will research the opportunities available to children regarding scholarships and appropriate summer schools and pass this information on to parents at the earliest opportunity

## **5 Teaching and learning style**

**5.1** Our teachers plan carefully to meet the learning needs of all our children. We give all children the opportunity to show what they know, understand and can do, and we achieve this in a variety of ways when planning for children's learning, such as by providing:

- a common activity that allows the children to respond at their own level;
- an enrichment activity that broadens a child's learning in a particular skill or knowledge area;
- an individual activity within a common theme that reflects a greater depth of understanding and higher level of attainment;
- the opportunity for children to progress through their work at their own rate of learning;
- an opportunity to use a range of learning styles.

**5.2** Children are familiarised with a variety of organisational strategies as they move through the school. These strategies can be used by all children, but give due scope to higher achievers.

- 5.3** We offer a range of extra-curricular activities for our children. These activities offer higher achievers the opportunity to further extend their learning in a range of activities. Opportunities include a range of sporting and musical clubs, and an after-school mathematics club.
- 5.4** Learning is also enriched through regular homework projects linked to the work being undertaken in classes. This offers teachers a further opportunity to set work at the level of individual children.
- 5.5** The children will also have the opportunity to experience a range of educational visits that further enrich and develop learning.

## **6 Leadership and Management strategies**

- 6.1** The Raising Standards and Innovation and Teaching and Learning Development teams lead the provision and practice within the school for most able and talented children. The role includes:
- running a register of most able and talented pupils, and ensuring staff keep it up to date;
  - regularly reviewing the teaching arrangements for these particular children;
  - monitoring their progress through termly discussions with teachers;
  - supporting staff in the identification of these children;
  - providing advice and support to staff on teaching and learning strategies;
  - liaising with parents, governors and LA officers on related issues.

## **7 Monitoring and Review**

- 7.1** The leaders of both teams feedback to the governing body on an annual basis regarding our Most Able and Talented pupils and the provision. The monitoring includes feedback from parents and children, as well as regular classroom observations of teaching and learning, and regular evaluations of children's written work through focused whole school moderation as well as pupil conferencing and work scrutiny.

**Reviewed:**                   **May 16**  
   **July 16**  
   **January 17**

**Next Review:**               **July 19**