

St. Joseph's In The Park



Policy Title Able, More Able and Talented	Date Autumn 2018
Owner SENCO	Date for review Autumn 2020 (Education Committee)

This policy also relates to the Early Years Foundation Stage and is linked to the Teaching and Learning Policy, the SEN policy and the Inclusion policy. The document appears on our school website.

1 Introduction

We believe in 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 to ensure that we recognise and support the needs of those children in our school who have been identified as 'able', 'more able' and/or 'talented' according to national guidelines.

- 'able' refers to a child who has a high level of achievement in one particular subject area;
- 'more able' refers to a child who has a broad spectrum of high ability when viewed against school norms
- 'talented' refers to a child who excels in one or more specific fields, typically those that call for performance skills, such as sport or music, or who has outstanding leadership and social awareness or artistic ability.

Provision will be made for these children within the normal class teaching by providing appropriate differentiation. It may involve the provision of enrichment or extension activities to promote their skills and talents still further.

While we recognise and cater for these particular categories of children in our school, at the same time, we respect the right of all children, irrespective of differences in ability, to access various areas of learning, both for their self-fulfilment, and for their eventual development into active and responsible adults.

2 Aims and objectives

Through this policy we aim to:

- ensure that we recognise and support the needs of our children;
- enable children to develop to their potential;
- offer children opportunities to generate their own learning;
- ensure that we challenge and extend children through the work that we set them;
- encourage children to think and work independently.

3 Identification of able, more able and talented children

It is expected that a child will be identified as able, more able or talented by teaching staff or in the case of extra-curricular activities by a parent or other adult.

Evidence can include:

- A comparison of learning behaviour and achievement with the peer group
- Fine and gross motor skills
- Moderation of work by other members of staff
- Standardised Assessments and Teacher assessment or any evidence which the teacher considers indicative of above average ability.
- Problem solving and thinking skills
- Parents
- Checklists

Teachers identifying children as Able, More Able and Talented should inform the Able, More Able and Talented Coordinator.

4 Teaching and learning style

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.

Teachers regularly review the progress of children and their level of differentiation to ensure effective progress and planning for each child.

We offer a range of extra-curricular activities for our children, which stimulate the thirst for knowledge and creativity, offering higher achievers the opportunity to further extend their learning in a range of activities. Opportunities include a range of sporting, creative arts, and curriculum based and activity clubs together with enrichment activities on Wednesday afternoons. The last two sessions on Wednesday afternoon offer an enrichment of opportunities. A greater variety of activities are offered to all children and are designed to offer them opportunities to experience 'taster' sessions. Currently in children have the opportunity to take part in activities such as forest schools, lacrosse, photography and street dance, cooking and textiles. In Year 6, the children undertake a Social Responsibility and Awareness Week. Opportunities may also be given to take part in associated competitions or children may be permitted time off school to pursue their talent e.g sport or performing arts, when it is deemed necessary.

Learning may also be enriched through homework activities linked to the work being undertaken in classes. This offers teachers a further opportunity to set work at the level of individual children.

Children have the opportunity to experience a range of educational day and residential visits that further enrich and develop learning. These are highly valued for the able and talented child. Use is also made of specialists e.g. visiting professional adults, workshops and authors. In addition, children identified as able, more able and talented are selected to attend specific activity days or take part in competitions to enrich their own learning. For example the Felsted Art and Technology days, the Haileybury Science Challenge, The Maths Challenge at Aldwickbury and the Haileybury Art and Creative Writing competitions provide such opportunities.

5 Provision at classroom level

The classroom should offer a structured positive atmosphere in which the contribution made by pupils is recognised, differences acknowledged and where enthusiasm for learning is fostered.

When planning work, teachers consider how to extend the objectives, e.g. using higher order questioning skills, for their able, more able and talented pupils. There are five key dimensions to planning for these children:

Breadth – More challenging tasks not just more of the same

Depth – More detail and complexity

Acceleration – Using objectives from those outlined for later years e.g. tackling objectives earlier.

Independence – encouraging children to work independently, setting their own tasks, working with minimal support and extending ideas on their own.

Reflection – Ensuring there are opportunities for reflecting on and evaluating what has been achieved.

In Early Years provision, it is important that there is:

- Recognition that all children have strengths to build on
- Recognition that the development of abilities and talents may be uneven and evolving

- Provision which offers children very broad experiences rather than narrow pathways
- A practitioner acting as a facilitator and ‘scaffolder’ of children’s learning.

Good practice exemplified within our school includes:

- Full class teaching – in an atmosphere of mutual respect where mistakes are accepted as part of learning
- Setting – by social groups, ability groups or mixed aptitude groups
- Withdrawal – to create an atmosphere conducive to enquiry, to use specific resources or materials in a one-to-one session or a small group.

6 The Role of Teachers:

- Identify children who are able and talented and discuss this with colleagues and coordinator
- Follow school procedure for registration and write an ITF
- Provide appropriate, stimulating activities for the child’s ability with the support of the school e.g. provide tasks that promote problem-solving skills, clear thinking and a spirit of investigation

7 The Role of the Able, More Able and Talented Coordinator

The coordinator’s role includes:

- Revising school policy, as appropriate
- Keeping a register of able, more able and talented pupils up-to-date
- Supporting colleagues in their teaching by providing a strategic lead and direction for this area
- Supporting staff in the identification of these children
- Providing information about CPD in this area
- Reviewing progress with the Headmaster annually, who in turn reports to the Governing body

This policy is reviewed every two years, or before, if necessary.