

BRYN COCH PRIMARY SCHOOL

MOLD



More Able and Talented Policy

Policy adopted by Governing Body on: _____

Chair of Governors (print name): _____

Signature: _____

Review date: Autumn 2020



BRYN COCH PRIMARY SCHOOL More Able and Talented Policy

MISSION

To achieve the highest possible standards by creating a happy, nurturing environment whilst maintaining the “warmth” that is at the heart of Bryn Coch.

Rationale:

At Bryn Coch School we recognise that we have More Able and Talented children. Individual children should be encouraged to develop their attributes, skills and potential within a learning environment that embraces equality of opportunity and provision. Abilities and talents will emerge in a wide range of subjects and fields: it is important to develop the whole child. Schools and individuals can thrive in a culture of ambition and aspiration.

‘ Making provision to meet the needs of More Able and Talented pupils therefore will benefit ALL pupils’

Curriculum of Opportunity 2003

Aims:

- ❑ To make early identification of our More Able and Talented children;
- ❑ To promote the child’s self- esteem;
- ❑ To recognise and meet the whole child’s needs;
- ❑ To address specific skills and talents;
- ❑ To widen opportunities and expectations by extending teaching and learning skills;

- To celebrate the continued development of the school as a learning community.
- To write an IPP (Most Able) and share with parents and child.

Definitions:

- **More Able and Talented** is the general term.
- Children may be **More Able and/ or Talented** in diverse fields (academic, creative, sporting, social, leadership);
- **More Able** children would demonstrate a higher ability than average for the class and would often require differentiated tasks and opportunities to learn through challenges; (academic, creative, sporting, social, leadership);
- **Most Able** children will be working at two NC levels above the majority of children in the class and would sometimes require additional and different provision. This would be supported by an IPP;
- **Talented** children demonstrate an innate talent or skill in creative (art, DT, music, drama) or sporting fields
- More Able and Talented children may be “high flyers”, coasters or disaffected.

Identification Strategies:

- Our school has adopted a list of guidelines for the identification of More Able and Talented children. This will be informed by assessment, observations and staff discussions.
- Children undergo baseline assessment within the first half term of joining our nursery and reception classes. This gives information about their developing skills and aptitudes across the seven areas of learning. We discuss each child’s baseline assessment information with the parent, and use this information when planning for individual needs.
- As 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 personal targets. We identify them as Most Able and More Able and Talented children when they achieve high levels of attainment across the curriculum, or in particular skills or aspects of subjects.
- We will take into account information from parents.
- Staff must have a clear understanding of the distinction between “Most/More Able” and “Talented”.
- We must ensure that our judgements of More Able and Talented children are consistent by regular discussion and moderation.
- Identification guidelines booklet available for staff which highlights the need to track the underachieving More Able and Talented pupils known as “Coasters”.

- A class web is updated throughout the year to track, identify and monitor our most and more able and talented pupils.
- **Roles and Responsibilities:**

The More Able and Talented Co-ordinator:

- Our school has appointed a More Able and Talented Co-ordinator, Mrs J McManus.
- The Co-ordinator will:
 - monitor the progress of the children identified on the register;
 - update the register on annual basis;
 - update and monitor class webs on an annual basis;
 - support staff in leading more able and talented activities/sessions for our pupils and those in our consortium;
 - lead staff discussion and raise awareness about the aims and expectations;
 - liaise with class teachers, curriculum coordinators and the ANCO and negotiate individual action plans where needed;
 - manage resources, keep abreast of new developments and have a knowledge of specialist facilities;
 - seek involvement on County led courses for pupils;
 - offer advice and support for parents

Class teachers:

- The class teacher will liaise with the More Able and Talented Co-ordinator over the early identification of More Able and Talented children in his/her class;
- The class teacher can discuss planning for Most Able and Talented children with the MAT co-ordinator or Subject co-ordinators so as to ensure (s)he meets their needs;
- Class teachers should use a variety of strategies to meet the needs of more Able and Talented children (see section on **Learning and Teaching** below);
- The class teacher should keep parents informed;
- The class teacher should produce and review an IPP (Individual Progress plan) for those Most Able/Talented children who require additional and different provision and share this with parents and MAT coordinator.

Parents/ carers:

- We want our parents/ carers to be aware that we are committed to meeting the needs of all our children.
- Parents of children who are Most Able and Talented will be made aware of this and their child's IPP will be shared with them.

The child:

- The school aims to provide a stimulating learning environment for all of its children, this includes the More Able and Talented child;
- Most Able and Talented children will be asked to contribute towards the formulation of their IPP and its subsequent review.

Governors:

- The governing body will be responsible for ensuring that this policy is fully implemented;
- A governor, Mr G McCarthy, has been given specific responsibility for children who are More Able and Talented;
- The Annual Governors' Report to Parents will comment on the implementation of this policy.

Partnership and Communication:

- All More Able and Talented children will be entered on the school's register and class webs.
- This information will be passed on throughout the school and to the next phase;
- Class teachers will liaise with the More Able and Talented Co-ordinator and staff so as to make appropriate provision for these children;
- The school will share IPPs for Most Able and Talented children with their parents/carers;
- Where necessary and appropriate the school will link up with other schools, external providers and industrial links;
- The school prospectus will contain a section on provision for More Able and Talented children.
- A leaflet is given to parents explaining More Able and Talented and how we address it as a school.
- An annual review will be held between the MAT coordinator and all class teachers to discuss progress and updates in each class.

Organisation:

- The school's policy for More Able and Talented children will work within the framework of the curriculum policy;
- Teachers and children will share expectations for lessons;
- Staff will make flexible and efficient use of resources;
- Teachers will deploy appropriate teaching styles (see following section) with children and evaluate their outcomes;
- Teachers will use their assessments to inform future planning;
- There will be sufficient differentiation for all children, offering appropriate challenge for the More Able.

Learning and Teaching:

Teaching and learning strategies may include where appropriate:

- Adopting a skills based approach;
- Setting for numeracy and literacy in FP & KS2 (where appropriate)
- All lessons to have a literacy and/or numeracy focus in line with LNF.
- Children to have 'Challenge on arrival' activities on entering the classroom.
- Varying groupings to suit tasks;
- Extension opportunities;
- Pupil voice - child initiated learning opportunities;
- Differentiated teacher questioning e.g. Blank level questioning;
- Targeted use of classroom assistants/support workers;
- Adopting a problem solving approach;
- Awareness of learning styles;
- Special tasks of responsibility;
- Visits by experts;
- Consultation/links with other schools;
- Use of More Able and Talented children as peer support/mentors, e.g. peer reading.
- Opportunities for creativity and investigation.

Monitoring and Evaluation:

- All monitoring and evaluation should reflect the school's self-evaluation procedures and monitoring and evaluation policy;
- The More Able and Talented Register together with children's IPPs should be regularly monitored and reviewed by the class teacher / co-ordinator;
- Children should be aware of assessment data and the IPP review process so that they can be instrumental in setting their own learning targets;
- The co-ordinator should liaise annually with the governor with responsibility for More Able and Talented children;
- The governing body will comment in their Annual Report to Parents on progress and developments in implementing this policy.
- The school will participate in consortium led initiatives relating to monitoring and evaluation.