

Emmer Green Primary School 'More able' and 'Talented' Policy

Introduction

In our school we aim to provide a curriculum that is appropriate to the needs and abilities of all our children. We plan our teaching and learning in such a way that we enable each child to reach for the highest level of personal achievement. This policy helps to ensure that we recognise and support the needs of those children in our school who have been identified as 'more able' and 'talented' according to national guidelines.

In these guidelines the term 'more able' refers to a child who achieves at a very high level academically in one or more area, in subjects other than the arts and PE. Those children who are 'more able' often have very well-developed learning skills and achieve significantly above average for their year group.

The term 'talented' refers to a child who excels and has the ability to achieve, significantly above average in one or more specific fields, such as sport, art or music.

About 10-15 per cent of our children are 'more able' and 'talented', with strength in one area or a range of areas.

We respect the right of all children in our school, irrespective of differences in ability, to access a number of areas of learning, and to develop the knowledge, skills, understanding and attitudes that are necessary for their self-fulfilment and eventual development into active and responsible adults.

At Emmer Green Primary School we value the individuality of all our children. The aims of our school make specific reference to teaching and learning that takes into account the needs of all children. They also identify the commitment to giving all our children every opportunity to achieve the highest of standards. This policy guides the way in which this happens for our 'more able' and talented children.

Aims and objectives

Through this policy we aim to:

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

Identification of more able and talented children

We use a range of strategies to identify 'more 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 their achievements and interests in particular areas. Discussions with parents and carers enable us to add further details to these records.

Children undergo assessment throughout the year in our reception class. This gives information about their developing skills and aptitudes across several areas of learning. We discuss each child's assessment information with the parent, and use this information when planning for individual needs.

As the children progress through the school, we test them regularly to ensure that they are making the sort of progress that we are expecting of them in their personal targets.

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The children undertake national tests in Year 2 and Year 6, plus the internal tests in Years 1, 3, 4 and 5. We compare the information from these tests with a range of national and LEA data, in order to ensure that each child is making appropriate progress.

Each teacher regularly reviews the children's progress. Teachers discuss the children's progress with parents at the twice yearly consultation evenings, and report annually on each child's progress in July. Pupils are also encouraged to recognise their own abilities through self assessment.

Aptitudes in English and Mathematics

'More able' refers to a child who achieves academically at a very high level. The child is likely to demonstrate a variety of the specifications below:

'More able' children in English are identified when they:

- demonstrate high levels of fluency and originality in their conversation;
- use research skills effectively to synthesise information;
- enjoy reading and respond to a range of texts at an advanced level;
- use a wide vocabulary and enjoy working with words;
- see issues from a range of perspectives;
- possess a creative and productive mind and use advanced skills when engaged in discussion.

'More able' children in mathematics are identified when they:

- explore a range of strategies for solving a problem;
- are naturally curious when working with numbers and investigating problems;
- see solutions quickly without needing to try a range of options;
- look beyond the question in order to hypothesise and explain;
- work flexibly and establish their own strategies;
- enjoy manipulating numbers in a variety of ways.

Teaching and learning style

Teachers in our school 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 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.

Children meet a variety of organisational strategies as they move through the school. Each strategy supports all children in their learning, but gives due regard to the 'more able' and 'talented' learner.

We set targets for English and Mathematics. This enables teachers to plan work that reflects the narrow band of ability in each group.

We offer a range of extra-curricular activities for our children. These activities offer 'more able' and 'talented' children the opportunities to further extend their learning in a range of activities.

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Opportunities include a range of sporting and musical clubs and a variety of subject based after school clubs.

Learning is also enriched through regular 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.

The children will also have the opportunity to experience a range of educational visits that further enrich and develop learning.

Management strategies

One or more teacher co-ordinates the provision and practice within the school for 'more able' and 'talented' children. The co-ordinator's role includes:

- ensuring that the 'more able' and 'talented' register is up to date;
- monitoring teachers' planning to ensure that suitable tasks and activities are being undertaken by 'more able' and 'talented' children across all curriculum areas;
- regularly reviewing the teaching arrangements for 'more able' and 'talented' children;
- monitoring the progress of 'more able' and 'talented' children through termly discussions with teachers;
- supporting staff in the identification of 'more able' and 'talented' children;
- providing advice and support to staff on teaching and learning strategies for 'more able' and 'talented' children;
- liaising with parents, governors and LEA officers on issues related to 'more able' and 'talented' children.

The co-ordinator for our policy on 'more able' and 'talented' children monitors this policy on a regular basis and gives feedback to the Headteacher.

Signed:

Date: