



More Able and Talented Policy

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**This policy has been developed in line with the Welsh Government Guidance
“Meeting the Challenge Quality Standards in Education for More Able & Talented Pupils”
May 2008**

1. Beliefs and Values

This document is a statement of the aims, principles and strategies for identification and provision of more able and talented pupils at Evenlode Primary School. We believe that all children are entitled to an education that will develop their full potential, be that intellectual, physical, aesthetic, spiritual or social. We also believe that children should be able to live and develop as well adjusted, autonomous and valued members of society.

All children have individual needs, which must be met if these needs are to be achieved. Evenlode School is committed to providing a challenging curriculum for all its pupils.

2. Rationale

Our school will have, at any time, a number of extremely able or talented pupils, some of whom may perform at a level that well exceeds the level of others in their class or that expected for children in their age group. This may be in one or more areas of learning. Their performance will exceed that of above-average attainers and sometimes that of children described as well above average for their age.

Our definition of ability recognises academic, practical, creative, musical, physical, sporting and social performance. It also recognises that a child may possess this potential although performance may not currently reflect this.

We believe that provision is generally most effective when it is made within the classroom, through a stimulating, highly differentiated curriculum. We also recognise that in some cases, particularly with pupils talented in physical education and sport, music and performance that we need to work with groups of pupils outside the classroom and with external partners to meet their needs.

3. Aims

Our aim is to ensure a consistent approach to the identification and provision of the more able and talented pupils through:

- an agreed, shared definition of the terms, 'more able' and 'talented'
- identification of more able and talented pupils as early as possible
- meeting pupils' needs with a range of appropriate strategies
- raising staff awareness of the range of strategies available to them
- create a climate of learning throughout the school
- working in partnership with parents/carers to enhance learning opportunities
- making use of the wider community to enhance learning opportunities
- appointing a more able and talented co-ordinator

We aim to provide equal opportunities for every pupil to realise his or her potential both academically and socially through the development of the appropriate skills and attitudes. We aim to establish a school ethos in which all skills can flourish.

We feel all pupils have an entitlement to the following:

- staff commitment to develop his or her full potential at all times
- lessons which stimulate, interest, challenge, inform, excite and encourage through partnership and dialogue with teachers and other pupils and active participation in lessons
- skilled, well prepared and informed teachers who have a perspective and understanding of whole school needs, problems and policies, especially those which concern issues relating to those pupils identified as more able and talented.

4. Definition of more able and talented

More able

Pupils who require enriched and extended opportunities across the curriculum in order to develop their abilities in one or more areas. These pupils will possess an academic learning ability, which is significantly more than most of their peers.

Talented

Pupils who show exceptional talent in areas such as music, art or sport. It could be a less easily acknowledged talent, such as leadership, creative, imaginative or social maturity. This list is not exhaustive and pupils may display wide abilities in a number of areas.

5. Needs of more able and talented

More able and talented pupils need:

- a supportive learning environment which promotes high self esteem
- to be stretched and challenged through cross curricular skills, multiple intelligences, higher order learning skills, problem- solving and thinking skills
- to be valued for themselves and not just for their accomplishments
- to progress quickly and make conceptual leaps
- to satisfy their thirst for knowledge, which they can retain and use in different contexts
- to have the opportunity to evaluate evidence, classify, generalise, explore alternatives and so develop arguments
- to learn good study skills at an early age so that they can satisfy themselves by working effectively on their own
- encouragement in all round development
- to be free from pressure to perform at high levels all the time
- working contact with their intellectual peers
- to develop good relationships with their peers so that they are accepted into a group
- a positive self-concept, they may not always be understood by their peers

We are committed to:

- developing self confident, talented, self disciplined children who value and recognise their talents
- developing each child's creative abilities and skills, by providing challenges and materials appropriate to their age and ability and to teach them to appreciate the creative skills of others
- developing each child to their full potential, with particular right to equal opportunity issues and the statutory requirements of special needs

6. Identification

Some of the characteristics of the More Able child may be when he/she:

- obtains standardised scores of 125+ on group or individual tests of ability and/or attainment
- has superior powers of reasoning, of dealing with abstract ideas, of generalising from a specific task, of understanding meanings and seeing relationships
- possesses great mental energy
- has advanced language development and has a wide vocabulary
- is curious and asks seeking questions and is interested in cause and effect
- learns and acquires new skills easily and quickly
- can adapt, develop and incorporate new ideas
- is able to select, retain and integrate new features when faced with new information
- usually shows good hand eye coordination, although hand writing sometimes lags along way behind reading and other skills
- has superior knowledge in mathematics – particularly problem solving, he/she approaches problems in a logical and systematic fashion
- has a wide range of interests and an extended general knowledge
- quickly becomes superior to others when he/she becomes interested in a subject or activity
- shows good powers of observation and is able to distinguish what is relevant
- have a broad attention span which allows them to concentrate and persevere in solving problems and pursuing interests
- has a strength of will and purpose
- is able to work independently and effectively
- displays an unusual imagination
- is a rapid reader and reading interests cover a wide range of interests
- is able to memorise quickly and readily
- can follow complex instructions /directions
- often seeks the company of older children and adults
- shows initiative and originality in intellectual work and is not satisfied with easy or superficial tasks
- often dominates the activities of a group

It should be remembered that children's abilities can emerge at different ages and in a variety of circumstances. For this reason identification in Evenlode will be an on-going process through out all key stages.

Identifying high ability can be difficult, particularly where a child is under-achieving. A wide range of identification strategies will need to be used including the following:

Testing

- standardised assessment tests such as NFER and Baseline
- county screening
- school based subject tests or assessments

Teacher observation

- teacher observation of children's work and their approach, the strategies they use, the extent to which they use their initiative and the questions they ask
- response to increased challenge
- careful tracking of children progress to ensure children make expected or above expected progress

Checklists

Characteristics of high ability children need to be used with caution, but can provide a useful starting point when discussing pupils with colleagues. Please refer to Subject specific checklists (See Appendix 1)

Information from a range of sources

- background knowledge and information from nursery or previous schools and teacher
- discussion with child
- discussion with parent
- record keeping
- collation of evidence
- information provided by external agency (e.g. club or National Governing Body of Sport)

7. Provision

Provision for more able and talented pupils should not be made at the expense of other pupils. All abilities and talents can be nurtured through an enriched curriculum and extended learning experiences. Making provision to meet the needs of more able and talented pupils will benefit all pupils. All pupils have a right to the best possible provision.

Our aim is to provide high quality learning experiences for all pupils by:

- creating a positive climate in which it is 'great to succeed'
- recognition of achievements from staff through 'treasures' and house points', weekly celebration assemblies, articles posted on the school website, articles published in Penarth times
- class and year group 'Talent Boards' where individuals are invited to contribute trophies, medals, certificates, photos and newspaper articles celebrating achievements
- use of whole school policy on identification and provision
- differentiation
- the use of questioning to raise the level of challenge
- encouraging independent learning, providing opportunities for pupils to organise their work, accessing resources, making choices, analysing and evaluating their achievements
- being aware of the effects of gender, ethnicity and social circumstances on learning and high achievement
- fostering creativity
- providing opportunities for problem solving, hypothesising and developing thinking skills
- adopting flexible organisation, which might allow withdrawal, subject enrichment, partial acceleration and varied and flexible grouping of children
- providing opportunities within the school ethos e.g. working as part of a school council
- continuing to developing home-school partnerships
- supporting from beyond the school (e.g. music tuition, sports coaches, parents, feeder schools and industry)
- differentiation of tasks that will be tailored to the needs of each pupil
- individual target setting

8. Pastoral Intervention

The school culture celebrates all successes. There are weekly 'Celebration Assemblies' which highlight successes in and out of school. A wide range of extra curricular school clubs support our pupils. Talents are celebrated in our annual Eisteddfod concert. Sporting achievements are celebrated regularly throughout the school year and on sport's day.

9. Roles and Responsibilities

The role of the class teacher

The key responsibilities of class teachers are to:

- identify the more able and talented pupils within their class
- gather data to support the nomination
- liaise with the more able and talented co-ordinator and parents/carers throughout the time the pupil is in their class
- record names on the more able and talented register
- agree, plan and implement appropriate provision
- review provision regularly

The role of the coordinator

The key responsibilities of the more able and talented coordinator are to:

- liaise with class teachers
- collate the assessment materials and results
- work with teachers to support more able and talented pupils
- liaise with parents and keep them informed
- maintain a register of more able and talented pupils
- work with all parties to decide upon the strategies to be used to maximise learning and development
- work with the teacher to plan provision
- liaise with and arrange other agency referrals as appropriate
- act as appoint a mentor if appropriate
- review provision on a regular basis
- liaise with the Head Teacher and Governing Body
- review the effectiveness of the policy
- develop links with organisations and agencies who support more able and talented pupils.
- act as a champion of more able and talented pupils by creating and sustaining positive attitudes towards them, establishing a shared understanding of their academic, social and emotional need and ensuring that all able pupils receive the right balance of challenge and support
- manage resources

The role of Parents

Partnership between schools and parents is central to the all round development of our most able and talented pupils.

Parents are regularly consulted and provided with clear information about their child's abilities in school.

Parents are encouraged to support their child by:

- informing school about their child's talents and abilities beyond the classroom
- provide a suitable environment in which their child can study and encourage good study habits
- encourage their child to take part in worthwhile and varied out of school activities and experiences
- be aware that their child will need a variety of skills and experiences in order to fulfil his/her potential

The role of the Governors

It is the role of the governing body to:

- ensure equality of opportunity for more able and talented pupils
- ensure the fair distribution of resources
- ensure all relevant policies and documents refer to more able and talented pupils

Named Coordinator and Named Governor

Our co-ordinator is Mrs Emma Thomas

Our named governor is Ann Williams-Brunt whose responsibilities are to:

- ensure the needs of more and talented pupils remain high profile
- liaise with the more able and talented coordinator regarding provision and Local and national initiatives

APPENDIX 1

(taken from 'A curriculum of opportunity: developing potential into performance ACCAC 2003)

Literacy

- show close reading skills and attention to detail
- show attention to spelling and meaning of words
- are sensitive to nuance of language use, use language precisely
- cope well in dual language medium
- have a well developed, sophisticated sense and appreciation of humour
- have fluency and breadth of reading
- contribute incisive, critical responses, can analyse own work
- show pleasure and involvement in experimenting with language
- are able to read with more meaning, drawing on inference and deduction, can 'read between the lines'
- analyse insights confidently and precisely when discussing their own and others' writing intentions
- approach writing tasks thoughtfully and with careful preparation
- draw out relationships between different texts read
- are able to reflect on language and linguistic forms they encounter, having insight into their own abilities
- are able to transfer skills across the curriculum.

Mathematics

- grasp the formal structure of a problem: can generate ideas for action
- are able to generalise from examples
- recognise pattern: can specialise and make conjectures
- are able to generalise approaches to problem-solving
- reason logically: can verify, justify and prove
- use mathematical symbols as part of the thinking process
- think flexibly, adapting problem-solving approaches
- may work backwards and forwards when solving a problem
- may leap stages in logical reasoning and think in abbreviated mathematical forms
- remember mathematical relationships, problem types, ways of approaching problems and patterns of reasoning.

Science

- recognise patterns and relationships in science data: can form a hypothesis based on valid evidence and draw conclusions
- use subject vocabulary effectively in construction of abstract ideas
- are aware of how the context influences the interpretation of science content
- think flexibly, generalise ideas and adapt problem solving approaches
- recognise and process reliable, valid and accurate data: can explain why data is unreliable, invalid or inaccurate
- are able to evaluate findings and think critically
- enjoy reasoning logically

Information technology

- use ICT hardware and software independently
- use ICT to support their studies in other subjects
- use ICT to solve problems
- use their skills and knowledge of ICT to design information systems and suggest improvements to existing systems
- consider the purpose for which information is processed and communicated and how the characteristics of different kinds of information influence its use
- consider the limitations of ICT tools and information sources
- consider some of the social, economic, and ethical issues raised by the use of ICT.

Geography

- possess wide ranging general knowledge about the world
- are enthusiastic observers of the world around them
- are intrigued by the workings of their own environments
- enjoy identifying patterns and similarities in different contexts
- appreciate the relationships of different scales of environments
- understand and begin to explain more complex inter relationships
- analyse confidently and draw conclusions
- draw meaningful generalisations from detailed information
- appreciate varying viewpoints and attitudes
- formulate opinions and use evidence to support own viewpoint
- creatively design and interpret spatial representations
- enjoy and can confidently use a wide range of visual resources including maps and photographs
- have good information processing skills
- monitor and regulate personal work.

History

- are able to set both new and previously acquired information in a chronological framework
- make confident use of conventions which describe historical periods and the passing of time
- have a broad range of general and historical knowledge
- show a keen awareness of the characteristics of different historical periods and the diversity of experience within each one
- aware of the provisional nature of knowledge
- make imaginative links between the topics studied and with other subjects in the curriculum
- make suggestions which reflect independent thought concerning the connections, causes and consequences of historical events, situations and changes
- debate the significance of events, people and changes
- are prepared to challenge interpretations
- use a range of historical sources, including complex and ambiguous ones, with confidence and perception
- ask searching historical questions, engaging in increasingly independent historical enquiry and problem-solving exercises
- give increasingly sophisticated reasons for the selection of sources
- show a lively curiosity with regard to historical problems and debates
- reach soundly based evaluations and conclusions based on considered use of evidence, and be prepared to support them with reasoned argument
- show determination and perseverance in investigating topics
- select and use historical information to illuminate a narrative, support an argument or challenge an interpretation

- sustain a line of argument, making well balanced judgements
- use subject specific vocabulary and terminology with accuracy and confidence.

Art

- analyse and interpret their observations and present them creatively
- draw on existing knowledge, make connections and draw on comparisons with others' work
- are enthusiastic and interested in the visual world
- enjoy experimenting with materials, able to go beyond the conventional
- can sustain concentration, constantly refining ideas
- have confidence using a wide range of skills and techniques
- quick to learn and transfer skills

Physical education

(The following generic checklist is derived from Gardner (1999). Specific sports and physical activities require differentiated and detailed checklists.)

- use the body with confidence in differentiated, expressive and imaginative ways
- are able to adapt, anticipate and make decisions
- have a good sense of shape, space, direction and timing
- have a good control of gross and fine body movements and can handle objects skilfully
- produce a seamless fluency of movements with an intuitive feel for elegant movement
- show high level of understanding of principles of health-related exercise and their application in a variety of activities
- are able to use technical terms effectively, accurately and fluently
- are able to perform advanced skills and techniques and transfer skills between activities
- are able to analyse, evaluate their own and others' work using results to effect improvement
- take the initiative, demonstrating leadership and independence of thought.

Welsh second language

- show interest in the Welsh language around them
- are keen to communicate with native speakers.
- show an interest and empathy to foreign cultures
- are curious about how language 'works', its meaning and function
- recognise grammatical patterns and functions of words
- are able to use technical vocabulary to discuss language
- use linguistic/non-linguistic clues to infer meaning
- identify and memorise new sounds and 'chunks' of language
- are able to listen and to reproduce sounds accurately
- are flexible in thinking, showing flair, intuition and creativity
- extrapolate general rules from examples, can make connections
- apply principles from known language to the learning of new ones
- have effective communication strategies.

Music

(The following is a generic checklist. Specific musical activities require detailed and differentiated checklists.)

- hear music 'in the head'
- have a strong musical memory
- demonstrate power of expression and skill beyond competency
- are particularly sensitive to melody, timbre, rhythms and patterns
- respond emotionally to sounds
- demonstrate coherence and individuality in developing musical ideas
- show a commitment to achieving excellence
- have the motivation and dedication to persevere and practise.

Design and technology

- readily accept and discuss new ideas
- link the familiar with the novel and see application in 2D or 3D
- conceptualise beyond the information given
- transfer and adapt ideas from the familiar to a new problem
- identify the simple, elegant solution from complex, disorganised data
- are able to represent ideas aesthetically in a variety of ways: visual, spatial, verbal, mathematical
- reflect and be constructively self-critical
- independently research knowledge to solve problems
- demonstrate skilfulness and ingenuity in manufacturing skills and techniques
- show awareness of social/ethical considerations (e.g. finite supplies of resources, sustainability).

Religious education

- recognise and express personal feelings and empathise with others
- are sensitive to social issues and concerned about equality
- construct and sustain a complex argument, integrating ideas from a number of sources
- are able to think independently, to intervene appropriately and continue an argument
- raise questions and see relationships between questions
- are able to reflect upon and integrate different kinds of knowledge
- appreciate the value system of others and defer judgement or conclusion
- can use intuition and personal experience as shared learning with others.

Personal and social education

- identify with the feelings of others
- reflect on personal mistakes and rectify them
- are self-confident
- have self-control
- are flexible and comfortable with change and novelty
- use effective communication skills
- build good relationships
- are able to persuade and negotiate
- work well collaboratively
- lead and inspire others
- are aware of social and environmental issues
- enjoy community activities
- are good in debate, discussion, role-play
- display honesty and integrity
- show initiative and persistence.