

# More able and Talented Policy

## Gladstone Primary Academy

*This policy applies to all staff and children from EYFS to Year 6 (including Nurture Provision)*



Chair of Governors: Mrs Christine Bartley  
Headteacher: Mrs Elaine Preston

*Policy update: December 2016*

## **Gladstone Primary Academy**

### **More able & Talented Policy**

#### **Aims and Overview**

Gladstone Primary School is committed to providing the best educational experience for all of its students and an important extension of the aims, policies and ethos of the school is to recognise the needs of 'More able' and 'Talented' learners and develop strategies for the identification, support and challenge of such learners.

Excellence is encouraged from all students and opportunities to excel are provided throughout the curriculum.

We aim to create a culture of excellence by:

- Talking about learning and seeing learning as a reward in itself
- Demonstrating and communicating our own joy and passion for learning
- Ensuring the use of accurate and precise subject specific language
- Using 'hooks' to engage and enthuse the learners
- Ensuring that the curriculum is high in concepts and low in repetition
- Giving relevance to learning
- Encouraging risk-taking and bravery
- Using questioning skills which probe and support higher order thinking skills
- Using apt pace
- Encouraging learners to rise to challenges and 'grapple' with problems
- Having fluidity within the classroom, lesson planning and in groupings
- Supporting learners when needed and often allowing this to be self-selected
- Offering challenging extension activities which deepen learning
- Encouraging curiosity and enquiry
- Pitching lessons high with richness and creativity
- Encouraging pupils to be active learners who ask questions, showing inquisitiveness
- Planning Higher Order Questions in to all lessons
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For our 'More able' and 'Talented' pupils we aim to:

- Implement procedures and strategies that will address the needs of an identified cohort of 'More able' and 'talented' pupils.
- Ensure that 'More able' and talented children are motivated to achieve to the best of their ability and set standards of excellence as an example for others to follow.
- Provide opportunities for 'More able' and 'talented' pupils to work at a mastery level and /or to develop specific skills and talents.
- Recognise the needs of more able students within a framework of equal opportunity and mixed ability teaching.

## **Definition**

The terms 'More Able' and 'Talented' are used in school to describe children who have developed one or more ability significantly beyond what is expected for their age ( or have the potential to do so).

'More able' refers to a child who has abilities in one or more academic subjects, such as English, maths or science. 'Talented' refers to a child who has skills in a practical or creative area such as music, sport or art.

The following areas have been identified as being the main areas of ability and are based on the Howard Gardiner seven intelligences. Category A includes 'More able' pupils and B to E, pupils who are 'talented'.

- A. Intellectual (aspects of English, mathematics or science)
- B. Artistic and Creative (art, design, music, drama)
- C. Practical (design and technology)
- D. Physical (PE, sports, dance)
- E. Social (Personal and interpersonal, leadership qualities, working with adults)

## **Identification**

We use a range of strategies to identify both 'More able' and 'Talented' pupils. The identification process is on-going and begins when the child joins our school. The process involves staff, pupils, parents and carers.

To identify 'More able' pupils we use end of key stage data (EYFS and KS1) alongside teacher judgements and in-year tracking. Typically 'More able' pupils are those who achieve above their chronological age in the Foundation Stage and are working at least 2 steps above age related expectations on the school tracking system for Maths, Reading and / or writing.

## **The School Register**

The pupils, who are identified by the school as being 'More able' and 'talented' in each year group, will be placed on to the school register. The area of ability is recorded.

The register is reviewed annually at the time of pupil target setting, during which an evaluation and update of the register will take place. The register begins in the Nursery.

## **Provision**

### *The Role of the Head Teacher and 'More able' and 'Talented' lead*

The Head Teacher and More able and talented lead will:

- Promote the culture of excellence
- Maintain the MAT register in consultation with other staff.
- Monitor the schools provision for pupils identified as being more able or talented
- Closely monitor the pupils' progress ½ termly using the school assessment policy.
- Closely monitor the pupils' progress half termly during Pupil Progress and Challenge Meetings
- Liaise with teaching staff to discuss the progress of the more able and talented children.
- Review the policy on a two-year cycle.
- Ensure a provision of enrichment activities. This involves offering learners a wide variety of opportunities, both within and outside the curriculum and exposing them to experiences not usually encountered as part of the standard curriculum.
- Provide opportunities in school for pupils to further develop their skills or talents. E.g. as I.T. Monitors in the Hall or classrooms or as Anti Bullying Ambassadors
- Promote personalised learning in teaching and learning throughout the school.
- Link with High Schools, further education and local businesses to provide opportunities and enrichment opportunities to develop their skill or talent

## **More able and talented strengths and specific skills.**

### *The Role of the Senior Leadership Team:*

- Promote the culture of excellence
- To ensure teaching includes activities which are differentiated to meet the needs of all students (including More able and Talented pupils)
- Include provision for More able and Talented in curriculum policy.
- Monitor and evaluate pupil progress and teaching and learning.
- Organise enrichment activities both within school and in our community.

### *The Role of the Class Teacher:*

- To promote the culture of excellence.
- To ensure teaching includes extension activities which stretch and challenge all pupils (including the More able and Talented)
- To provide children with opportunities to extend their talents and develop their depth of learning and deepen/ master their understanding by promoting higher order thinking skills, problem solving, open ended, investigative and creative activities.

### *The Role of the Subject lead:*

- Provide opportunities that will challenge MAT pupils in subjects in which they excel. These may be part of the normal curriculum or be extracurricular activities. MAT pupils will be specifically targeted to become involved in activities that match their areas of aptitude.

