

# Sibsey Free Primary School

## Talented and More Able Policy



Approved by: Headteacher

Date: May 2022

Next review due by: May 2025

**Talented and More Able Policy**

### 1. Rationale

We are committed to providing a secure and stimulating environment where all children are valued equally. We endeavour to ensure that each child has the opportunity to realise their potential. We recognise achievement and celebrate the success and effort of all our children. We aim to offer the opportunity for children to exhibit outstanding performance across a range of abilities, through an environment where children feel confident to challenge themselves,

At any one time, our school will have a number of able, gifted and 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 academic learning, or in other areas such as Creative and Performing Arts Art, Design & Technology, Drama, Music, Physical Education/sporting ability, leadership qualities and the ability to process ideas and information, and/or other extra-curricular pastime.

It also recognises that a child may possess this potential although performance may not currently reflect this ('underachievers').

A member of the Governing Body of the School has responsibility for ensuring that adequate provision is made for able, gifted and talented pupils.

### **Inclusion Statement**

Sibsey Free School is committed to enabling all children to reach their full potential, having full access to a broad, balanced and relevant education, to be fully included in the school community, and as a result, make a successful transition to secondary education and so into adulthood.

All pupils will learn best in a school where they are valued for who they are and for the unique contributions they make to the school community. This is part of the whole ethos of Sibsey Free School

We promote the inclusion of all children and recognise the particular needs of those with SEND (Special Educational Needs or Disabilities), i.e. children with Specific Learning Difficulties (e.g. dyslexia), those with sensory or physical impairments, and those with speech and language difficulties.

Staff also recognise and understand the needs of children who demonstrate characteristics within the autistic spectrum, and those with Social, Emotional or Mental Health Difficulties.

The specific needs of those children with medical difficulties will also be met so far as we are able.

We will endeavour to ensure that the needs of all children are understood and met as far as is possible, and this includes the needs of Looked After children, Previously Looked After children, and children for whom English is not their first language.

## **2. Aims**

Through this Policy we aim to:-

- Raise the aspirations of all pupils.

- Ensure high expectations of achievement for all pupils.
- Develop greater enterprise, self reliance and independence for all pupils.
- Offer children opportunities to generate their own learning.
- Enable children to develop their full potential.
- Meet children's needs with a range of appropriate strategies.
- Raise staff awareness of the range of strategies available to them. • Work in partnership with parents/carers to help them to promote their child's learning and development.

### **3. Definitions**

The DCSF (Department for Children, Schools and Families) defines able, talented and more able learners as:

Those children and young people with one or more abilities developed to a level significantly ahead of their year group (or with potential to develop those abilities).

Able learners are defined as those who have abilities in one or more subjects in the statutory school curriculum, other than art and design, music and PE. They have the capacity for, or demonstrate, high levels of performance in an academic area. This also includes children who are leaders or role models and who display outstanding leadership and/or social skills.

Gifted children are defined as those with an innate ability, who present a natural, outstanding aptitude or competence for exceptional performance.

A talented pupil is one who demonstrates high levels of achievement with a specific ability in a non-academic area, including art, music, sport or the performing arts.

In this school, talented and more able pupils are typically in the top 5 – 10% of their cohort

We also recognise that those pupils who are able, gifted and talented do not always show their ability. Such pupils are able, gifted and talented even though their abilities may be hidden or remain as potential.

Identification must also be based on ability, not on achievement. Some children can “underachieve” for a variety of reasons such as:

- Peer pressure
- Behaviour problems
- Special educational needs
- Reluctant learners
- Their status as EAL/Looked After/Previous Looked After Children

### **4. Identification**

It is important that no single process should be used in isolation. The identification process needs to be ongoing.

Identification is made by:-

- Test scores/teacher assessments.
- Teacher nomination.
- Classroom observation.
- Scrutiny of pupils' work.
- Information/involvement of outside agencies.
- Parental information and consultation.
- Peer/self nomination.
- Reports from previous schools.

All staff need to be aware of this and look for "hidden talents". Both qualitative and quantitative information can be used for identification purposes.

It is worth remembering that able, talented and more able pupils can be:

- Good all-rounders
- High achievers in one area
- Of a high ability but with low motivation
- Of good verbal skills but with low writing skills
- Very able but with poor social skills
- Keen to 'disguise' their skills.

The talented and more able co-ordinator will produce a register of able, gifted and talented pupils. This register will be reviewed regularly and updated in consultation with staff and, where appropriate, parents.

## **5. Provision**

There are three basic ways of meeting the needs of able, gifted and talented pupils: Acceleration, Enrichment and Extension

### **ACCELERATION**

Acceleration consists of enabling a pupil to access work which would typically be for older pupils. This can occur through moving the pupil up a year group or through simply giving them work which would more typically be given to older pupils.

### **ENRICHMENT**

Enrichment consists of broadening a pupil's education. Concepts and skills are explored in greater depth, with an emphasis on investigation and the encouragement of creative thinking. It also includes encouraging the interests and learning styles of the pupil.

### **EXTENSION**

Extension occurs when pupils are encouraged and challenged to develop more sophisticated thinking and reasoning skills. Extension activities provide pupils with an extra tier of challenge, including through the use of Higher Order Questioning.

### **Organisational and In-class approaches:**

- The coherent management of pupil groupings (whether in mixed ability groups or ability sets) and recognition that whilst there may be a higher concentration of more able, gifted and talented pupils in some groups there will be pupils who have gifts and talents in all groups.
- The provision of opportunities for able, gifted and talented pupils to work with pupils of similar ability. This will mean that it is appropriate for pupils occasionally to work with older pupils.
- Mentoring and additional provision for pupils of exceptional ability.
- The provision of enrichment/extension activities and tasks.
- Curriculum adaptation within subject areas.
- The development of independent learning by allowing pupils to organise their own work, to carry out tasks unaided, evaluate their work and become self-critical, and feel secure to challenge themselves.
- Activation of prior knowledge.
- Development of collaborative learning with thinking and problem solving skills in all areas of the curriculum.
- Use of technology.
- Ensuring children are inspired and challenged, and know how to improve their work (Assessment for Learning).

### **Out of Class Activities**

The following are offered on a regular basis and, although these benefit all pupils, they are particularly apt for ensuring that pupils who have potential in these areas are given opportunities to practice, show their abilities and extend their skills.

- Enrichment days.
- Residential experiences.
- School Clubs.
- Musical and sporting activities.
- Visiting experts/workshops.
- Participation in special competitions.
- Cluster activities with other schools.

In addition, opportunities may be provided specifically for children on the talented and more able list. These opportunities are often signposted by other schools/agencies. The Headteacher in consultation with relevant class teachers/subject leaders and talented and more able coordinator will allocate places accordingly.

### **6. The Role of the Talented and More Able Coordinator It**

is the role of the Coordinator to:

- Work with all parties to decide upon the strategies to be used to maximise learning and development.
- Liaise with class teachers to support the pupil and plan provision
- Maintain the Talented and More Able Register and update regularly.
- Review the effectiveness of the Policy.
- Liaise with outside agencies as appropriate.

- Where appropriate, contact parents and keep them informed.
- Review provision on a regular basis.
- Collate the assessment materials and results.
- Act as/appoint a mentor as appropriate.
- Monitoring, assessing and evaluating pupil achievements.

## **7. Monitoring**

Pupil achievement will be monitored to ensure that the aims of this policy are being met, and that the provision is meeting the needs of children.

## **8. Review of Policy**

This Policy will be reviewed on a 3-yearly basis.