



## Snettisham Primary School More Able & Talented Policy

**Snettisham Primary School is a school where everyone is valued and respected, success is celebrated and effort and achievement are equally important, and the enjoyment of learning is the basis for education.**

***'Learning together, succeeding together'***

### **Introduction:**

More able and talented pupils should be educated in a way which enables them to work at the highest level concurrent with their ability and interest, both for the good of others and for their own satisfaction. It is recognised that those of above average or exceptional ability, in whatever area of the curriculum, require rich, challenging experiences in order to achieve their potential.

### **Aims:**

- To identify pupils who have well above average or exceptional ability in one or more areas of the curriculum.
- To provide a curriculum that meets the needs of the more able and talented pupils.
- To ensure that teaching and learning strategies meet the needs of the more able and talented pupils.
- To ensure that pupils achieve their academic targets, and in areas where they are more able or talented, surpass their targets.
- To provide extra-curricular activities which provide enrichment opportunities to extend and challenge pupils.
- To ensure that more able and talented pupils develop the skills and attributes needed to support their future success.

### **Rationale:**

- As a school, we recognise the need to identify our more able and talented pupils.
- As a school, we recognise that some pupils may have exceptional potential which has remained hidden.
- As a school, we have a responsibility to empower our more able and talented pupils to hold high aspirations and to equip them to achieve their potential, without limits.
- Improved provision for more able and talented pupils will have a positive impact on the whole school community.

### **Definitions:**

- More able pupils are those children who are at least one year ahead of national age related expectations.
- Talented pupils are those children who excel even further in three or more areas, and whose abilities and skills are very well developed in comparison to their peer group.

### **Identification:**

More able and talented pupils will be identified:

- by class teachers using prior attainment and termly attainment and progress data;
- through discussions with parents, the children themselves and their peers.

Identification of more able and talented pupils is a continual process, as each individual's level of ability is not fixed and may develop significantly over time. Pupils will not be referred to as more able or talented per se, but rather as being more able or talented in a particular area, or areas, so that this remains a focus.

### **Equal Opportunities:**

The talents and abilities of all children will be recognised, regardless of their race, gender, disability or social class. Talent is equally distributed across all social classes, but opportunities are not. As a school, we must identify and nurture all talents in our school.

### **Provision:**

- The More Able and Talented Register is compiled by both year groups and subject areas, and is reviewed bi-annually, or more often if required. (See Appendix B.)
- Planning at all levels incorporates the needs of more able and talented pupils.
- Opportunities for more able and talented pupils are provided through: curriculum extension within the classroom, individualised learning programmes, group work within / outside the classroom and links with other schools / outside providers.
- More able and talented pupils are encouraged to participate in extra-curricular activities which provide enrichment opportunities to extend and challenge pupils.
- In circumstances where the school does not have the specialist expertise to meet the needs of a specific talent, the school signposts the pupil and their parents towards clubs / activities which meet their needs and have the capacity to develop their potential.

### **Monitoring and Review:**

- Class teachers keep records of the attainment and progress for all pupils in their classes or sets in Reading, Writing and Maths, and report each term on the progress and attainment of these pupils.
- Class teachers keep records of the attainment and progress of the more able and talented pupils in those areas in which they excel. This is used to inform future provision necessary to meet their needs.
- Class teachers review progress and set targets with pupils each term, or more often if required.
- All staff track progress of individuals, groups, classes and cohorts, including More Able and Talented. This is monitored by the Curriculum Management Team and reported to Governors.
- The More Able and Talented Policy is reviewed every two years, or earlier if deemed necessary.

### **Reporting to Parents:**

- Parents are informed when their child / children are placed on the More Able and Talented Register, and information is shared on which area / areas they are excelling.
- Parents are signposted towards any additional provision they can access outside of school in order to support and develop their child's / children's abilities in identified areas.

## **Appendix A:**

Identification & Assessment

## **Appendix B:**

Record Keeping Sheet

<b>Policy date:</b>	<b>March 2017</b>
<b>Date approved by FGB:</b>	<b>March 2017</b>
<b>Next scheduled review:</b>	<b>Spring 2019</b>

## APPENDIX A

### **Identification and Assessment**

Information in this section is amplified with guidance from two separate sources. The first of these is from previously published work from Kirklees LEA (1998) and is a checklist for very able and exceptionally able pupils. The second is a checklist developed at a Norfolk primary school to help with the identification of able pupils and those with exceptional talent.

#### **Very Able Pupil**

Knows the answers  
Is interested  
Has good ideas  
Works hard  
Answers the questions  
Top group  
Listens with interest  
Learns with ease  
Enjoys peers  
Grasps the meaning  
Completes assignments  
Is receptive  
Copies accurately  
Enjoys school  
Absorbs information  
Technician  
Good memoriser  
Enjoys straightforward sequential presentation  
Is alert  
Is pleased with own learning

#### **Exceptionally Able Pupil**

Asks the questions  
Is highly curious  
Has wild silly ideas  
Plays around yet tests well  
Discusses in detail, elaborates  
Beyond the group  
Shows strong feelings/opinions  
Already knows  
Prefers adults  
Draws inferences  
Initiates projects  
Is intense  
Creates a new design  
Enjoys learning  
Manipulates information  
Inventor  
Good guesser  
Thrives on complexity  
Is keenly observant  
Is highly self critical

