



Elmwood Infant School & Nursery

More Able and Talented Policy

Article 29: Your education should help you use and develop your talents and abilities

Date Policy Agreed: Autumn 2016

Review Date: Spring 2019

Introduction

At Elmwood Infant School, we believe in providing the best possible provision for pupils of all abilities. We plan our teaching and learning so that each child can aspire to the highest level of personal achievement. The purpose of this policy is to ensure that we recognise and support the needs of those children in our school who have been identified as 'academically more able' or talented in one or more area.

Academically more able children are those working at or working towards 'greater depth' in one or more of a national curriculum subject excluding PE, sports, drama or art. Talented refers to a child who excels in one or more specific fields, typically those that call for performance skills, such as sport, art and music, but who does not necessarily perform at a high level across all areas of learning.

As an approximate figure, between 5 and 10% of the children in our school will be considered as academically more able and/or talented. Provision will be made for these children within normal class teaching, but sometimes we will provide enrichment or extension activities to promote their skills and talents still further. Pupils who are eligible for pupil premium and also identified as more able or talented will benefit by funding being allocated to maximise their potential.

Aims and objectives

Through this policy we aim to:

- ❖ ensure that we recognise and support the needs of our children;
- ❖ 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.

Roles and Responsibilities Role of the co-ordinator

One 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 register is up to date;
- ❖ monitoring the progress of more able children through termly discussions with SLT;
- ❖ 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 LA officers on issues related to more able and Talented children.
- ❖ Arranging enrichment activities which will benefit those on the register as well as the pupil body as a whole.

Identification of More Able & Talented Children

We use a range of ongoing strategies to identify more able and talented children. This process begins when the child joins our school.

When children join Elmwood Infants in the Early Years their interests and achievements are monitored. Information about the child's skills and aptitudes across several areas of learning are kept by class teachers and key workers. We discuss each child's profile with parents, and use this information when planning for individual needs. Children in Reception can be added to the register on the second update in any academic year. This will allow children time to become established and settled into school life and for class teachers to identify and observe children's ability over a period of time.

Teachers continually assess and monitor children in all other year groups. Class teachers are responsible for nominating children for inclusion on the register and this decision will sometimes be taken with a member of the Senior Leadership Team (SLT).

Teaching and Learning

Our teachers plan carefully to meet the learning needs of all of our children. We give 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. These can include:

- ❖ A common activity that allows children to respond at their own levels;
- ❖ An enrichment activity that broadens a child's learning in a particular skill or knowledge area;
- ❖ An individual activity with 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.

Throughout school we teach children in ability groups when teaching phonics and grammar. Teachers regularly review the progress of children, and children move between the groups as appropriate. This enables teachers to plan work that reflects the ability band of each group. In English and Maths teachers plan at least three level of challenges. This allows children to have some ownership over their learning and provides a challenge for all children, but especially those working at or towards greater depth.

We offer a range of extra-curricular activities for our children. These activities offer higher achievers the opportunity to further their learning in a range of activities. Opportunities include a range of sporting clubs. The children also have the opportunity to experience a range of educational visits that further enrich and develop learning.

Links with School's Assessment Policy

Children undertake baseline assessments in Reception, phonics screening in year 1 (and sometimes year 2) and national tests in Year 2, as well as sometimes having optional tests throughout the academic year. Teachers also teacher assess children in the main core subjects of maths, writing and

reading, science and ICT. Formative assessment is daily and ongoing, and feeds into planning and delivery of lessons and future learning for children to ensure that all pupils are appropriately challenged.

Teachers log assessment results in Otrack, the schools tracking software.

Involving parents/carers

Communication with parents is paramount and is an embedded part of the process of identifying and supporting our more able and talented children.

Regular discussions take place between the class teacher and parent/carer either through parents evening or during other meetings before or after school. Parents will be formally notified when their child is placed on the More Able and Talented register. Staff work together with parents/carers to identify appropriate provision to ensure that the child is being adequately challenged, so they remain motivated in their learning/particular talent.

Racial Equality and Equal Opportunities Statement

As part of our commitment to equal opportunities and as a Rights Respecting school we ensure that all children have equal access and inclusive rights to the curriculum regardless of their age, gender, race, religion, belief, disability or ability. We plan work that is differentiated to the performance of all groups and individuals. Elmwood Infant School is committed to creating a positive climate that will enable everyone to work free from racial intimidation and harassment and to achieve their full potential. Policies are available on each of these that expand on this further.

Monitoring and Review of pupils and policy

Each class teacher will review and monitor children with a member of SLT twice a term. As part of these 'pupil progress' meetings class teachers will discuss the achievements of all children, including those currently on the register and/or those who may be entered on to the register. Staff will then identify which area the child's strengths lie in and after further discussion with SLT a child may be entered on to the whole school register. The whole school register will be updated twice a year.