



More Able & Talented Policy

**Saint David's CiW
Primary School**
Ysgol Gynradd yr Eglwys yng
Nghymru Dewi Sant

Document Control

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Signed by Chair of Governors on behalf of the Governing Body

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Signed by the Headteacher:

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More Able & Talented Policy

1. Introduction

At St David's CiW Primary School we recognise that we have more able and talented children. Individual children should be encouraged to develop their attributes, skills and potential within a learning environment that embraces equality of opportunity and provision. Abilities and talents will emerge in a wide range of subjects and fields; it is important to develop the whole child. Schools and individuals can thrive in a culture of ambition and aspiration.

2. Aims

- To make early identification of our more able and talented children
- To promote the child's self-esteem
- To recognise and meet the whole child's needs
- To address specific skills and talents
- To widen opportunities & expectations by extending teaching and learning skills
- To celebrate the continued development of the school as a learning community
- To expose the children to a wide and enriched curriculum that challenges their thinking
- To liaise with parents / carers

3. Definitions

Able pupils are those with the potential to achieve at a higher level than the majority of their peers in 'academic' subjects (around 20%).

Gifted pupils are those capable of exceptional performance representing around 0-5% of the population nationally.

Talented pupils are those with a particular ability in art, music, sport or the performing arts.

Able pupils, therefore, are the 'top group' in each class in your school, whatever your intake, and gifted pupils are the 'top group' nationally. *It is important to understand that the DfE and the National Strategies often use the term 'Gifted' to describe both able and gifted pupils.*

4. Common Characteristics

- question readily
- persevere when motivated
- think divergently
- communicate fluently
- analyse information
- show creativity
- engage with complex ideas
- perceive patterns
- take risks
- spot logicalities or inconsistencies
- make links
- may underachieve
- grasp new ideas rapidly

5. Identifying Able, Gifted and Talent Children

Our school utilises teacher assessment for the identification of more able and talented children; this will be informed by summative assessment, observations and staff discussions. We will also take into account information from parents / carers. Staff have a clear understanding of identifying more able pupils and we ensure that our judgements of more able and talented children are consistent by regular discussion and moderation.

More Able and Talented is the general term for this concept. Children may be more able and / or talented in diverse fields: academic, creative, sporting, social, leadership.

Able: More able children demonstrate a higher ability than average for the class and often require differentiated tasks and opportunities to learn through challenges.

Identify (around) the top 20% of children in your class in academic subjects. **Be aware of children who may be able but underachieving; and equally, children who work hard and present their work neatly, but are not necessarily able!*

Gifted: Identify any child who shows exceptional ability in an academic or range of academic subjects.

Talented: Identify pupils who show real strength and an innate talent / skill in one or more areas and often in 'non-academic' subjects (not simply children who are given extra opportunities) e.g.

- | | |
|--------------------------|--------------------------------|
| - core subjects | - specific curriculum subjects |
| - organisational ability | - leadership |
| - creativity | - thinking skills |
| - social skills | - sport |

More able and talented children may be high flyers, coasters or disaffected.

6. Provision

- Quality First Teaching
- Group/Individual challenges and teaching
- Individualised targets and opportunities
- Opportunities to attend MAT cluster group events and activities
- Extra curricular opportunities

7. The Additional Learning Needs Leader role

The leader will:

- monitor progress of the children identified on the database
- lead staff discussion and awareness raising about aims and expectations
- liaise with class teachers and subject leaders and negotiate IEPs (Individual Education Plans) where needed
- purchase and organise resources, keep abreast of new developments and have a knowledge of specialist facilities
- offer advice and support for parents / carers
- encourage cluster projects to expose the children to external opportunities

8. Roles and Responsibilities

Class teachers:

- The class teacher will liaise with the ALNCO over the early identification of more able and talented children in his / her class
- The class teacher should discuss planning for talented children with the coordinator so as to ensure that the pupil's needs are met
- Class teachers should use a variety of strategies to meet the needs of more able and talented children (see section on Learning and Teaching)
- The class teacher should produce an IAP for those talented children who require additional and different provision (in core subjects)

Parents/ Carers:

- We want our parents / carers to be aware that we are committed to meeting the needs of all our children
- Parents / carers of children who are talented in a core subject will be made aware of this and their child's IAP will be shared with them

Children:

- The school aims to provide a stimulating learning environment for all its children, this includes the more able and talented child

9. Governors

The governing body will be responsible for ensuring that this policy is fully implemented. A governor has been given specific responsibility for children who are more able and talented. The Annual Governors' Report to Parents will comment on the implementation of this policy.

10. Partnership and Communication

- All more able and talented children will be recorded on the school's more able and talented register

- This information will be passed on throughout the school and to the next phase
- Class teachers will liaise with the More Able and Talented leader to make appropriate provision for these children
- The school will share IAPs for talented children with their parents / carers
- The school brochure will contain a section on provision for more able and talented children

11. Organisation

- The school's policy for more able and talented children will work within the framework of the curriculum policy
- Teachers and children will share expectations for lessons
- Staff will make flexible and efficient use of resources
- Teachers will deploy appropriate teaching styles (see following section) with children and evaluate their outcomes
- Teachers will use their assessments to inform future planning
- There will be sufficient differentiation for all children, offering sufficient challenge for the more able

12. Learning and Teaching

Teaching and learning strategies might include where appropriate:

- Varying groups to suit tasks
- Setting for literacy and numeracy
- Extension and enrichment opportunities
- Use of 'Hot Thinking' and *** challenge system
- Child initiated learning opportunities
- Differentiated teacher questioning
- Targeted use of classroom assistants/expert teachers
- Adopting a problem-solving approach
- Adopting a skills-based approach
- Awareness of learning styles
- Special tasks of responsibility
- Visits by experts
- Use of more able and talented children as learning buddies and mentors

See Appendix A for a list of NACE (National Association for Able Children in Education) suggested activities

13. Monitoring and Evaluation

- All monitoring and evaluation should reflect the school's self-evaluation procedures and monitoring and evaluation policy

- The more able and talented register should be regularly monitored and reviewed by the leader and Headteacher
- Children should be instrumental in setting their own learning targets
- The leader should liaise regularly with the governor with responsibility for more able and talented children
- The governing body will comment in their Annual Review on progress and developments in implementing this policy.

Appendix A

MAT Enhancing Activities/Strategies

- Bloom's Taxonomy
- De Bono's Thinking Hats
- Emotional Intelligence
- Howard Gardner's Multiple Intelligences
- Identification Strategies
- Learning to Learn
- Maslow's Hierarchy of Needs
- Multiple Intelligences
- Opportunities Beyond the Classroom
- Organisation & Grouping
- Philosophy for Children (P4C)
- Self Esteem
- Supplementary reading
- TASC Wheel
- Think2learn strategies

Key Words

ENRICHMENT
EXTENSION
CHALLENGE
VARIETY

Appendix B

SUBJECT CHECKLIST FOR IDENTIFYING MORE ABLE AND TALENTED PUPILS

While general checklists can be used to identify more able pupils across the curriculum, it is useful to identify pupils against subject-specific criteria. This enables the school to identify those pupils who may be manifesting ability within one or more subjects, and can indicate pupils who have strengths in particular intelligences rather than across the curriculum. The following checklists are useful for refining teacher observation

In the following areas, more able pupils may:

Language (English and Welsh)

- 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.

Modern foreign languages (MFL)

- 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.

Welsh second language

Many of the above points for MFL will also be relevant to Welsh second language. In addition, more able pupils:

- show interest in the Welsh language around them
- are keen to communicate with native speakers

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.