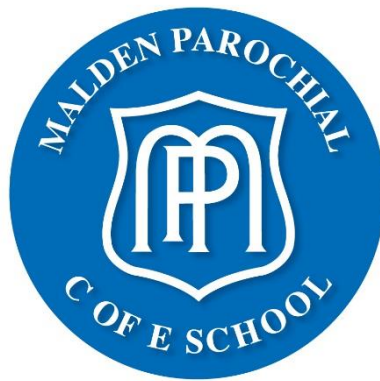


The Royal Borough of Kingston upon Thames

**Malden Parochial C of E  
Primary School**



**Policy for Most Able and  
Talented Learners**

Agreed: September 2016  
Review date: September 2019  
(or as required)



## **Ethos Statement**

This is a Church of England Primary School. As such, its ethos derives from the Christian Gospel. In all that it does or aspires to achieve, the school is informed and strengthened by Christian belief and practice.

At the heart of the school's ethos is the conviction that God loves each person: that God desires the best for each person; that God longs for each person to develop their potential as human beings.

## **Mission Statement**

In accordance with the Ethos Statement, our school will aim to provide high quality education to the children of the local community within a safe, happy and stimulating environment

*Love, Learn, Live!*

## **Introduction:**

We recognise children as individuals with unique personalities, skills and abilities and we deliver a curriculum that makes learning challenging, engaging and enables children to reach their potential. We also recognise that within our school there are a number of children whose performance or potential is significantly greater than that of their peers. Therefore, we have the responsibility to meet the needs of the most able children and this policy outlines the identification procedures and provision made.

## **Aims:**

- To identify pupils who have above average or exceptional ability in one or more area of the curriculum.
- To provide a curriculum that meets the needs of the most able and talented pupils.
- To ensure that teaching and learning strategies meet the needs of the most able and talented pupils.
- To ensure that pupils achieve their academic targets, and in areas where they are most able or talented.
- To provide extra-curricular activities which provide enrichment opportunities to extend and challenge pupils.
- To ensure that most 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 most able and talented pupils; we recognise that some pupils may have exceptional potential which has remained hidden. We believe we have a responsibility to empower our able and talented pupils, to hold high aspirations and to equip them to achieve their potential, without limits. We support the idea that improved provision for able and talented pupils will have a positive impact on the whole school community.

## **Definitions:**

Most able pupils are those children who are working within their year group at Mastery level. In practical classroom terms most able children are likely to present themselves to teachers in one or another of three groups:

- Those whose outstanding ability is so evident (and in some cases linked with behaviours that cause difficulties in the classroom), that teachers seek to develop specific strategies to cope with their high ability,
- A much larger group of children with high levels of ability and achievement
- Children with high levels of ability, but who are not achieving at a high level.

Most able pupils can have/be:

- Good all-rounders
- High ability in one area only

- Of high ability but with low motivation
- Of good verbal ability but having poor writing skills
- Very able with a short attention span
- Very able with limited interpersonal skills
- Keen to disguise their abilities
- SEN (think of children on the Autistic spectrum)
- Behavioural difficulties

Talented pupils are those children who excel even further in one or more area, and whose abilities and skills are very well developed in comparison to their peer group.

### **Identification:**

Most able and talented pupils will be identified:

- by the Most Able Subject Leader and the Assessment Coordinator, using termly attainment and progress data;
- by class teachers using prior attainment and current performance;
- through discussions with parents, the children themselves and their peers.

Identification of most able and talented pupils is a continual process, as each individual's level of ability is not fixed and may develop significantly over time.

### **Equal Opportunities:**

The talents and abilities of all children will be recognised, regardless of their ethnicity, religion, 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. It is every child's right to be as successful as possible in all areas of the school curriculum.

### **Provision:**

- The Most Able and Talented Register is compiled by both year groups and subject areas, and is reviewed annually, or more often if required.
- Planning at all levels incorporates the needs of most able and talented pupils.
- Opportunities for most 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.
- Most 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 tries to signpost the pupil and their parents towards clubs / activities which meet their needs and have the capacity to develop their potential.
- Effective provision for the most able and talented learners is founded on the principles of good teaching for all children. These include:

- creating a classroom culture of high expectations and aspirations
- creating a climate where 'having a go' is valued as much as being right
- showing children that their abilities and talents are valued at all levels
- providing a creative curriculum with cross-curricular links
- building on what the learners already know, setting clear learning objectives and sharing them with pupils
- using a variety of teaching styles
- matching tasks to learners' maturity and to the way they learn best
- developing learners' understanding through enquiry, creative learning and problem-solving
- helping learners to develop their thinking and reasoning skills
- helping learners to develop their skills in managing information and using technology
- encouraging collaborative learning
- developing learners' self-confidence and self-discipline
- encouraging children to reflect on their own learning and developing their understanding of the learning process
- making children partners in their learning and in assessment
- making learning relevant, enjoyable and challenging

### **Monitoring and Review:**

- Class teachers keep records of the attainment and progress for all pupils in their classes or sets in Reading, Writing, Maths, Science and Grammar, Punctuation and Spelling and have a meeting each term to report on, and discuss, the data with the Headteacher or Deputy Headteacher. Feedback from tracking and progress meetings is used to inform future provision necessary to meet individual needs.
- Class teachers review progress and set personal targets with pupils each half term. Pupils are encouraged to reference where they have met a personal target in their work.

### **Responsibilities**

- **The head teacher is responsible for:**
  - overseeing depth and breadth of the curriculum
  - whole-school assessment and monitoring systems
  - progress meetings with class teachers
  - leading/facilitating staff in their provision for the most able
- **The Most Able and Talented Coordinator will be responsible for:**
  - monitoring the implementation of the agreed policy
  - compiling and maintaining an up-to-date register of most able and talented children
  - overseeing provision for children on the register
  - developing expertise in this area through appropriate staff training
  - sharing expertise with other staff and directing them to appropriate training
  - supporting and monitoring curriculum planning which ensures differentiated provision

- setting objectives and putting together the annual action plan for most able provision
  - reviewing progress towards meeting the objectives
  - reporting to the Headteacher and governors
  - purchasing and organising resources to facilitate the teaching of most able children
  - reviewing and updating the policy every three years, or earlier if deemed necessary
  - keeping a portfolio of provision for the most able and talented pupils
- **The Class Teacher will be responsible for:**
    - identifying the most able learners in their class
    - setting appropriate targets for the most able learners
    - ensuring appropriate provision through differentiated planning
    - using appropriate resources to challenge the most able children
    - reporting to parents and others on the progress of all pupils, including the most able
    - ensuring the transfer of relevant information on most able pupils to secondary schools