



## Kirk Smeaton C of E Primary School More able and talented policy

Policy reviewed: January 2016 To be reviewed: January 2018

### **Rationale**

All children have wide a range of abilities and talents and it is our duty to ensure that they achieve their full potential, regardless of gender, race or disability. Kirk Smeaton C of E School recognises this and aims to nurture all pupils, especially those who are identified are more able. All children need support, guidance and encouragement, including learning opportunities that promote challenge and are intellectually stimulating, but this is particularly true for the more able learners. Any child deemed to be more able requires a rich, challenging and differentiated curriculum in which Gifted and Talented pupils can learn at their own level and pace in line with the 'personalised learning' agenda. The term 'Gifted or More able' refers to children who are the most academically able in the school. The term 'talented' refers to children who display an outstanding ability in a specific area such as, the performing arts, visual arts and sports. It also includes children who display high levels of interpersonal and intrapersonal skills including leadership skills.

### **Identification and aims**

Any child at Kirk Smeaton Church of England Primary School, consistently working at National Curriculum levels significantly beyond that which would be expected from a child of their chronological age will be defined as more able and placed on the more able and talented register.

Assessments can be made using any of the following methods.

- ◆ Standardised Reading and maths tests
- ◆ Standardised scores
- ◆ SATs results
- ◆ Teacher Assessment
- ◆ Pupil tracking
- ◆ Scrutiny of work
- ◆ Observation of how pupils approach and solve a range of challenging activities.
- ◆ Observed performance during particular activities (Art, music, sport, etc)
- ◆ Discussion, questioning and talking to pupils
- ◆ If appropriate evidence from out of school activities and parents.

All pupils are discussed termly within pupil progress meetings. We look at progress and attainment and discuss each child's personal circumstances. It is important that we identify and track all groups of pupils; we look to ensure that progress and attainment are matched in all subjects. If an identified more able pupil is making less progress or gaining lower attainment in other areas we highlight this and provide intervention. Teachers evaluate the registers monthly and are asked to update when they feel that there is a child with a particular gift or talent.

### **Provision**

Provision in the classroom every day, every lesson is the foundation for developing high aspirations and high attainment. Differentiated learning objectives and clear success criteria is significant in facilitating the more able learners to be independent and progress further. In addition to this, we use a range of extension materials to increase depth and mastery. Open ended questioning techniques develop higher order thinking skills as well as stimulating and engaging learning environments.

Models of provision include

- acceleration – same as everyone else but quicker
- broadening – extra curricular, out of school activities, after school clubs
- deepening – thinking skills and questioning
- independence – ownership and choice
- reflection

Where appropriate, children will have the opportunity to

- Work with older children;
- Work in ability groups;
- Work in small withdrawal groups