



Policy for Most Able and Talented Pupils

To be reviewed three yearly

Chair of Governors, Sue Nelson

Signed

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1 Aims

The Aims and Values of the School

In a world that is rapidly changing we aim to:

- Make learning fun and inspiring, developing a thirst for knowledge and an enquiring mind
- Foster positive self-esteem by valuing all achievements
- Nurture the whole child, developing their emotional, social and spiritual awareness
- Provide an inclusive environment where everyone is encouraged to fulfil their potential
- Help children to become responsible and caring citizens
- Lead healthy lives in a happy and safe environment
- Encourage good behaviour and mutual respect for others and the environment
- Work in partnership with parents, carers and the wider community

East Preston Infant School is a Rights Respecting School. All pupils, staff and visitors have the right to be healthy, safe, educated, listened to and treated fairly. These principles are at the heart of our school ethos, and our policies and practices support these rights. We are committed to equal rights, mutual respect and shared responsibility.

In this Policy we specifically recognise the following articles from the UN convention on the Rights of the Child:

Article 3 – The best interests of the child must be a top priority in all things that affect children.

Article 28 – Every child has the right to an education. Discipline in schools must respect children's dignity.

Article 29 – Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures and the environment.

Article 31 – Every child has the right to relax, play and take part in a wide range of cultural and artistic activities.

1.1 Rationale for Most Able and Talented Pupils

"The prime aim of the curriculum is to pursue high individual achievement."

(WEST SUSSEX CURRICULUM STATEMENT)

At East Preston Infant School we respect that all children are different and have individual needs. We recognise that some children excel in some or all areas of the curriculum and may require special support beyond that given to the majority of pupils so that they may develop their potential.

We aim to help to ensure the needs of most able and talented children are identified and that these children are sufficiently challenged so that they find school an exciting, enjoyable and worthwhile place. We are concerned with the social and intellectual development of the whole child.

2. Definition of a Most Able Pupil

- One who achieves or has the ability to achieve at a significantly higher level of ability than most pupils of the same age group within an area of learning
- One who demonstrates abilities in one area of learning which places them in the top 20% of the school population
- May demonstrate high intelligence
- High order leadership skills
- Mechanical ingenuity
- Creative thinking or practical skills
- Demonstrate high level interpersonal skills

3. Definition of a Talented Pupil

A child who is demonstrating that he/she is working well above the majority of pupils within the same year group. This could be in one or more area of learning.

A child who demonstrates an exceptional talent physically, artistically, creatively, in leadership skills or mechanical ingenuity.

Both most able and talented children may also demonstrate:-

- has at least one area of outstanding achievement or intense interest
- sees connections quickly which are not obvious to peers
- has wide ranging interests and general knowledge
- pursues a hobby or hobbies to a very high degree of expertise
- perseveres and concentrates on independent work which captures his or her interest
- displays early reading proficiency
- relates well and maturely to adults
- shows little attention but still produces adequate work
- displays high mathematical ability
- is reluctant to write at length despite having extensive knowledge of the subject at hand

4. Identification of Most Able and Talented Pupils

Most Able and Talented Pupils are identified at school in a variety of ways which include:

- Foundation Stage Profile
- Teacher assessments which demonstrate that the child is functioning, performing at a significantly higher level for their age
- Spelling, reading and mathematics assessments

- Parental information
- Outside agencies, e.g. sports club, music teacher
- Test results administered by learning support team or educational psychologist etc...

5. Provision

Within the classroom, provision for most able and talented varies according to subject area and teaching styles. Across the school it will include:

- Grouping according to ability in any one area – within individual classes and across the year group as appropriate
- Differentiation within tasks to include different learning styles and levels of teacher expectation
- Extension activities and differentiated tasks supported by Teaching & Learning Assistant, Class Teacher, and other adults as appropriate
- Opportunities will be given for differentiation by outcome
- Extension of thinking for able pupils will be achieved through planning for use of higher order questioning to challenge and develop thinking skills
- Resources within the classroom should include books, apparatus and challenges to provide opportunities for the development of topic subject matter and ideas, e.g. Challenge Corners
- Other adults, e.g. parents, governors with specific areas of expertise will be asked to contribute to able pupil learning where appropriate
- Teachers use their professional judgement to differentiate homework where appropriate
- Where appropriate, visits to local places of interest will enhance learning for all pupils and extension activities for more able pupils will be incorporated
- PSHE and circle time activities will give all children an opportunity to explore areas of personal expertise and will provide a safe and secure environment in which to develop the necessary confidence and self-esteem to recognise these
- The Headteacher, class teacher or the Co-ordinator for Most Able & Talented Pupils will make recommendations to parents of children who show a gift or talent in any specific area that they may join a local club or group in order to further enhance this ability, e.g. football, dance, gymnastics, drama, Cubs, Brownies

6. Responsibilities for Most Able and Talented Pupils

6.1 The Class Teacher's Responsibilities

Class Teachers will:

- Refer to the class teacher's responsibilities in the Schools' Assessment Policy.
- Know and implement the Most Able and Talented Pupil policy.
- Identify most able and talented children and notify the Inclusion Co-ordinator.
- Ensure that identified most able and talented children are sufficiently challenged.
- Set individual targets for children.

6.2 The Co-ordinator for Most Able & Talented Pupils Responsibilities

The Co-ordinator for Most Able & Talented Pupils will:

- Ensure that the whole school policy for Most Able and Talented Pupils is understood by all staff and its implementation is monitored.
- Keep a list of most able and talented children.
- Identify staff training needs.
- Maintain liaison with the Junior School and ensure relevant records are transferred.
- Attend relevant INSET courses and keep informed about Most Able and Talented pupils.

6.3 The Headteacher's Responsibilities

The Headteacher will:

- Ensure that a whole school policy for most able and talented children is established and implemented.
- Ensure that planning addresses the needs of most able and talented children and that there is sufficient differentiation.
- Be aware of the pupils on the Most Able and Talented children list.
- Contact outside agencies when necessary.
- Ensure that the governing body have a most able and talented pupil representative.

6.4 The Governors' Responsibilities

The Governors will nominate a governor responsible for most able and talented children. This Governor will liaise with the Inclusion Co-ordinator acting as a critical friend and support.

7. Monitoring and Review

- The co-ordinator will monitor aspects of the policy in practice.
- The assessment of most able and talented children will generally be encompassed within the school's ongoing assessment procedures (Please see Assessment Policy)
- Assessments can be used to determine children's ability.

7.1 Policy Review

Staff review the Policy for Most Able and Talented Pupils 3 yearly to look at:

- The effectiveness of the provision and any possible changes;
- Areas to be further addressed through in-service training;
- Possible resource needs.

8. Resources

Class teachers have a responsibility to collect, use or adapt appropriate resources and materials for most able and talented pupils in their class. These should be made available to other staff where appropriate.