



Hanley St. Luke's CE Aided Primary School

More Able and Talented Policy January 2016

- 1.1 This policy is a statement of the aims, principles and strategies for provision for the more able and talented child at Hanley St Luke's.

2. This document establishes:-
 - 2.1 The school's definition of More Able and Talented: Children who are working above the Mastered age related expectation (academic) or who demonstrate a skill above the expected standard (creative)
 - 2.2 Criteria for identification: For academic identification assessments and general classroom discussion should be noted by staff. For creative identification children who participate in school/social clubs where they have achieved grades/certificates/or competitive status are recorded as being more able or talented
 - 2.3 Aims of the schools gifted and talented programme.
 - 2.4 The range of educational provision available to pupils.
 - 2.5 Staff roles and responsibilities.
 - 2.6 The monitoring and evaluation process.

3. Aims
 - 3.1 The aim of this document is to ensure a consistent approach to the identification and support of the more able and talented child through assessment and information gathered on individual pupil.
 - 3.2 Identification of the talented or gifted pupils as early as possible.
 - 3.3 Meeting pupil's needs with a range of appropriate strategies.
 - 3.4 Raising staff awareness of the range of strategies available to them.
 - 3.5 Creating a climate of learning throughout the school.
 - 3.6 Working in partnership with parents / carers to help them promote children's learning and development.
 - 3.7 Continuing to support all children and encourage the development of talent and gifts in all.

4. Able pupils can be:-
 - 4.1 "Good all rounders"
 - 4.2 Very able with short attention span.
 - 4.3 Very able with poor social skills.
 - 4.4 Keen to disguise their ability.
 - 4.5 Achieve above the mastered/ deep standard through assessmentsOr demonstrate:-
 - 4.5 High ability with low motivation.
 - 4.6 Above expected verbal skills, but poor written skills.
 - 4.7 Above expected written skills showing features of understanding beyond age related expectation

5. Talented pupils can be:-
- 5.1 Demonstrate skill in the following areas, above the expected standard:
- Physical Education/Music/Dance/Drama/Art/Design and Technology
 - 5.2 Very openly talented and keen to be involved in creative elements within and outside of school
 - 5.3 Demonstrate skill/talent in clubs outside of school or are involved in groups and competitions
 - 5.4 Are confident in their skill/talent

6. Identification

6.1 We recognise the importance of early identification, assessment and provision for children who are more able and talented.

6.1.1 Our intention is to obtain a broad profile of MAT pupils using a range of criteria which will include:-

- Standardised tests and target setting information.
- Observations of others in different settings e.g., coach, parents or peers.
- (Reading, noting) 'signals' from MAT children e.g., behaviour, comments, attitude.
- Teacher referral from observations and assessments.

6.2 We recognise that each of the above components has advantages but understand each also has limitations and drawbacks. Therefore, a wide approach, incorporating as many methods as possible, would be advantageous and more reliable.

6.3 We are constantly 'target spotting' and our most challenging task is to identify the able under achiever. As a result, the register should be flexible since the assessment of ability is longitudinal and there is need for constant assessment and re-evaluation. Pupils can be placed on the register at any time. Staff are encouraged to be vigilant in uncovering latest ability which is not being utilised.

6.4 Strategies for supporting the able child.

6.5 One or more of the following can be employed to meet the needs of the Individual:-

- 6.6 Planning for differentiation.
- 6.7 The use of questioning to raise the level of challenge.
- 6.8 The teaching of thinking skills.
- 6.9 Fostering creativity.
- 6.10 Restructuring class organisation or pupil groups.
- 6.11 Home school partnerships.
- 6.12 Support from beyond the school (eg, music tuition / sports coaches, etc).

7. Modes of working

The class teacher will:-

- 7.1 Take steps to identify MAT pupils within their class as soon as possible.
- 7.2 Assess/gather data to support the nomination.

- 7.3 Liaise with the relevant subject leader and parents/carers throughout the time the pupil is in their class.
- 7.4 Agree, plan and implement appropriate provision.
- 7.5 Included provision in planning, as appropriate.

- 8. Monitoring and Assessment
 - 8.1 Assessment for MAT pupils, as for all pupils, needs to be an integral part of the work.
 - 8.2 Assessment will be used as a diagnostic tool to inform the learning programme of individual pupils and as an integral part of target setting.
 - 8.3 Provision for MAT pupils will be monitored through:
 - 8.3.1 Appropriate planning
 - 8.3.2 Classroom observations
 - 8.3.3 Our assessment and record keeping systems.
 - 8.3.4 Review of children's targets.
 - 8.3.5 Annual subject lead review of MAT register.

- 9. The Head teacher will review this policy as and when necessary.
 - 9.1 The subject leader will regularly update the register with staff support
 - 9.2 The subject leader will aim to promote MAT across the school at all stages and support the children offering them enrichment activities and opportunities where possible