

Langley Mill Church of England (Controlled) Infant School and Nursery More Able and Talented Policy

Introduction

At Langley Mill Church of England Infant School and Nursery, we believe that all children have a right to a broad, balanced and relevant education which provides continuity and progression and takes individual differences into account. In our school we aim to provide a curriculum that matches the needs and abilities of all our children. We plan our teaching and learning in such a way that we enable each child to reach for the highest level of personal achievement.

Our Aims

- To support the abilities, personal qualities and talents of all children.
- To ensure that all children receive an education appropriate to their abilities.
- To provide teaching which makes learning challenging and enjoyable.
- To provide higher order questioning and thinking skills.
- To employ a wide variety of methods of recognition of potential.
- To recognise under-achievement and to seek to remove it.
- To stimulate children through extra-curricular activities and curriculum enrichment.
- To have the expectation that the curriculum for all will be extended by realising the needs of the most-able.
- To provide continuous professional development for staff to allow these aims to be achieved.

Definitions

- **MORE ABLE:** 'more able' children achieve high levels of attainment across the curriculum, or in particular skills or aspects of subjects.
- **TALENTED:** 'Talented' refers to a child who excels in the artistic and creative subjects or PE, but who does not perform at a high level across all areas of academic learning.

Types of more able, talented learners

Learners who are more able or talented can be very varied, and identification needs careful consideration. There may be three types of very able learner:

1. The high flier, who responds at high levels to differentiated and challenging tasks.
2. The coaster, with a pattern of low level response.
3. The disaffected, with problematic behaviour that can mask potential ability.

Identification

The children in our school are continually assessed through various methods and identified as more able or talented through:

- prior attainment/achievement
- background knowledge
- observations
- examples of pupils' work
- daily formative assessments
- end of term summative assessments
- tests
- checklists/ identification sheets (**see example overleaf**)
- expertise of the leader responsible for more able children in supporting the judgement of the teacher
- parent/carer nomination

No one single method can be entirely accurate and evidence may be used from a variety of sources. The school will seek to provide an enriched curriculum for **all** children and through this it will be possible to identify the most-able and talented. The school will then seek to further provide for those identified.

Provide – Identify – Provide

Potential Plus UK

Potential Plus UK, a charity that supports schools with children who are considered talented and more able, have provided key points for schools when working with children who are more able. They refer to this as children with high learning potential. They identify that where children have high learning potential the following is vital:

1. The school have created an inclusive ethos and a culture of learning, where high achievement and academic excellence are celebrated, promoted relentlessly and valued.
2. Provision for high potential learners is a responsibility at every level of leadership, including senior leaders and governors.
3. There is a rigorous policy for the identification of and provision for high potential learners that is reflected in everyday practice.
4. Information on high learning potential identification and provision is transparent.
5. There is a clear rationale for the identification of high potential learners and more than one source of evidence is used.

6. Appropriate systems are in place to identify the potential of all learners and highlight high potential learners who are underachieving, with swift, effective interventions when needed.

Provision

Challenge for more able and talented pupils can be achieved by adding breadth (enrichment), depth (extension) and pace (acceleration). The best provision incorporates a balanced mix of these.

Classroom differentiation

- Teachers have high expectations.
- Tasks are designed to take account of levels of existing knowledge, skills and understanding.
- Teachers encourage developing understanding through enquiry.
- Teachers use a variety of teaching styles.
- There are planned extension opportunities or open-ended tasks.
- Enrichment/extension work is provided.
- Activities are planned requiring higher order thinking skills.
- Pupils work in a range of grouping strategies including mixed ability, like ability, child self-selected, writing buddies and random groupings. Sometimes pupils work with like children to support extension, sometimes they work with children of a lower ability where there is an opportunity to support others by explaining their understanding of the learning.

School based provision

This varies according to subject area and is covered using a variety of methods:

- School clubs
- Class councils
- Enrichment opportunities
- Opportunities for performance
- Specialist teaching
- Partnerships with other schools
- Tuition
- Writing groups
- Celebration assemblies where all achievements are celebrated.

Extra-Curricular Activities

Alongside being immersed in a broad, balanced, academic and creative curriculum, more able and talented children are also given a chance to thrive through highly valued extra-curricular activities such as:

- Specialist groups e.g. after school clubs for curriculum subjects, cooking, art, fitness, gardening, crafts, etc.
- Curriculum enrichment days e.g. events organised by the school or by professionals working in partnership with school e.g. the Schools Sports Partnership, wild art, music partnership.
- Day or residential visits.
- The use of specialists e.g. teachers from secondary schools, visiting artists and authors.

Out of school provision

- Local gifted and talented days
- National schemes/competitions/festivals
- Connections to other schools

Leading and Monitoring

The following people support this policy through regular reviews:

- Headteacher
- More able and talented leader
- Subject leaders
- Class teachers
- Teaching and Learning Assistants.
- Governor with responsibility for more able and talented children (included with SEND governor responsibilities)

Review and Development

The Senior Leadership Team (SLT) will ensure the progress of children identified as more able and talented is closely monitored to ensure high standards and prevent underachievement.

Partnership with parents/carers

Parents/carers and teachers will work together to ensure the needs of the most able and talented children are met.

Transition

The school will liaise with any schools the children transition to, providing key information on most able and talented children.

Other Documents and Policies

The more able and talented policy should be viewed in conjunction with other curriculum, teaching, learning and assessment policies.

Governor approval and review date

The policy will be ratified by the nominated governor for more able and talented children every two years.

**Langley Mill Church of England (Controlled) Infant School & Nursery
More Able and Talented Identification**

Name:		Year Group:		Date:	
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More Able (please indicate)		Talented (please indicate)	
English / Literacy		A&D / EAD	
Mathematics		D&T / UTW / EAD	
Science / UTW		PE / PD	
Computing / UTW		Music / EAD	
Other		Other	

Supporting Evidence e.g. test scores, observations, samples of work, etc.

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Action (please complete diagnostic sheet first)

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Diagnostic Identification

All children are different, but it has been shown that many more able children or those with talents share common characteristics. Below is a list of the most common characteristics of more able children or those with talents that has been drawn up through research. Different children will have a different mixture of these, but each should display a majority of them.

More Able		Talented	
• Are able to learn quickly		• Possess an obvious skill	
• Have a rich vocabulary		• Peers are aware of the talent	
• Have an excellent memory		• Performance in this area is excellent	
• Have a long attention span		• Are most comfortable when demonstrating their talent	
• Are early or avid readers		• Develop passion or become absorbed	
• Persevere when interested		• Can be below average in academic subjects	
• Have a wide range of interests		• Always on task in talent area	
• Are good at puzzles		• Motivation rises when engaged in this area	
• Reason well (good thinkers)		• Want to continually to improve	
• Show ability with numbers		• Responsive to new challenges	
• Show compassion		• Frustrated by lack of opportunities to develop talent in school	
• Are perfectionists		• Obsessed with field of interest, blocking out other subjects	
• Are intense		• Talent identified is out of immediate school provision	
• Are morally sensitive			
• Have strong curiosity			
• Emotionally sensitive (feelings hurt easily)			
• Have a high level of energy			
• Prefer older companions/adults			
• Have a quirky or grown-up sense • Of humour			
• Are concerned with justice and fairness			
• Tend to question authority			
• Have judgement mature for age at times			
• Are highly creative			
• Are keen observers			