

Etherley Lane Primary School
More Able and Talented Policy



Introduction

At Etherley Lane Primary School we aim to provide a curriculum that is appropriate to the needs and abilities of all our children. We recognise that each child is unique, displaying a range of intelligences and abilities.

We plan our teaching and learning in such a way that we enable each child to develop their full potential academically, socially and spiritually. We respect the right of all children in our school, irrespective of differences in ability, to access a number of areas of learning, and to develop the knowledge, skills, understanding and attitudes that are necessary for their self-fulfilment and eventual development into active and responsible adults. The aims of our school include valuing the success of all our children and make reference to using a variety of methods of teaching and learning to provide equal opportunities for all. They also identify the commitment to giving all our children every opportunity to achieve the highest of standards.

This policy guides the way in which this happens for our more able and talented children.

Definition

We will use the term 'more able and talented' to describe learners who require opportunities for enrichment and extension that go beyond those provided for the general cohort of learners. More able learners, given extended opportunities, will not only discover but also develop their talents. The term 'more able and talented' encompasses learners who are more able across the curriculum as well as those who show talent in one or more specific areas.

The terminology our school uses to define our higher achieving learners is:

“More Able and Talented”:

- More able learners and Talented are those identified as being above the core of the class in any area. (These are the 20% or 6 learners in every class of 30 (approximate as each cohort will differ). These learners may be very good in one or more areas of the curriculum.

“Most Able and Talented”:

- Most Able learners are those who have the ability to excel in one or more area. We describe this as the top 5% across the year group (although not necessarily present in every year group).

We will strive to identify those more able and talented learners who have the potential to achieve, but do not regularly demonstrate high achievement and we will seek to identify barriers to that achievement and help the pupil overcome them.

Objectives

Through this policy we strive to:

- Ensure that we recognise and support the needs of our More Able and Talented children
- Enable More Able and Talented children to develop to their full potential
- Offer children opportunities to generate their own learning
- Ensure that we challenge and extend children through the work that we set them.
- Encourage children to think and work independently
- Use appropriate assessment of children's abilities and needs
- Link with other agencies that may help the development of identified children.

Identification of More Able and Talented pupils

Identification of more able and talented learners should include use of;

- Results of statutory tasks & tests
- Results of Whole School assessment procedures
- Checklists
- Teacher Identification
- Discussion with colleagues
- Self / Peer Identification
- Links with parents

Classroom strategies

- Helping children to establish what they already know, and what/how they can learn
- Building on what is known and avoiding unnecessary repetition
- Developing independent learning skills, particularly research, questioning and thinking skills
- Providing opportunities for independent learning and individualised learning approaches
- Allowing different starting points
- Setting open-ended tasks
- Asking open-ended questions
- Encouraging imaginative and creative work
- Allowing time to tackle extended tasks or individual interests
- Varying grouping arrangements: working in ability groups, co-operative and mixed ability group work
- Encouraging learners to explain how they have learned something.

- Providing enrichment and extension activities beyond the National Curriculum programmes of study.
- Using in-class support to provide additional learning opportunities for More able and Talented pupils
- Valuing and rewarding quality
- Providing opportunities to experience a range of educational visits that further enrich and develop learning.
- Providing homework activities linked to the work being undertaken in class.

The school also offers a range of extra - curricular activities for our children. These activities offer more able and talented children the opportunity to further extend their learning in a range of activities. Opportunities include a range of sporting, musical and creative clubs.

Coordination of school provision (Roles and responsibilities)

The MAT co-ordinator has overall responsibility, alongside the Headteacher for coordinating the identification; record keeping; policy development; curriculum development; learning and teaching; home/school partnerships; whole school provision; his/her own continued professional development and liaising with regard to these areas with the governor who has responsibility for MAT.

The progress of children, including those who are more able and talented, is the prime responsibility of the class teacher. Where there are any concerns about the progress of a child, or about the provision that should be made, the class teacher shares these concerns with the 'M.A.T. Coordinator', who informs the Head teacher.

The 'MAT Coordinator' and subject coordinators offer advice and support to class teachers involved in setting appropriate challenges for more able and talented learners. Where necessary they will exemplify ways in which more able and talented children can be provided with more engaging and challenging tasks.

If a parent has a concern about any aspect of provision for more able and talented children he or she should first raise the issue with their child's class teacher. If the parent feels that her/his concern has not been addressed appropriately he or she should make an appointment with the 'MAT Coordinator' or Head teacher to discuss the issue further.

Monitoring and review of the policy

This policy will be reviewed annually by the 'MAT Coordinator,' head teacher and the named member of the governing body responsible for MAT, and will be updated in response to any guidance provided by the L.A. Parents of MAT children will be kept up to date via parent meetings.

Mrs T Elder MAT Coordinator September 2015 (Updated)

