

# St John's R.C. Primary School



## Most Able & Talented Policy 2016

## Introduction

The person named with responsibility for coordinating most able, gifted and talented is Angela O'Donnell.

The governor named with responsibility for coordinating most able, gifted and talented is Sarah O'Neill.

- 1.1** At St John's we believe in providing the best possible provision for pupils of all abilities. We plan our teaching and learning so that each pupil can aspire to the highest level of personal achievement. The purpose of this policy is to help to ensure that we recognise and support the needs of those pupils in our school who have been identified as 'most able' and/or 'talented' according to national guidelines.
- 1.2** The DFES define most able and talented in education as 'Children and young people with one or more abilities developed to a level significantly ahead of their year group (or with the potential to develop those abilities). It defines:
  - 'most able' as the top 5-10% of pupils per school as measured by actual or potential achievement in the main curriculum subjects.
  - 'talented' as the top 5-10% of pupils as measured by actual or potential achievement in the subjects of Art, Music and Physical Education.

**St John's definition of most able and talented refers to: 'Pupils with one or more abilities developed to a significant level above their peers in their class (who stands out) or has the potential to develop these abilities'**

- 1.3** Approximately 10% of the pupils in our school will be considered as most able and/or talented. Provision will be made for these pupils within the normal class teaching, but sometimes we will provide enrichment or extension activities to promote their skills and talents still further.
- 1.4** While we recognise and cater for these particular categories of pupils in our school, at the same time, we respect the right of all pupils, irrespective of differences in ability, to access various areas of learning, both for their self-fulfilment, and for their eventual development into the active and responsible adults. In our mission statement, we declare accordingly that we value the individuality of all our pupils.

## Aims and Objectives

- 2.1 Our aims are to:**

- ensure that we recognise and support the needs of all our pupils;
- enable pupils to develop to their full potential;
- offer pupils opportunities to generate their own learning;
- ensure that we challenge and extend the pupils through the work that we set them;
- encourage pupils to think and work independently.

## **Identification of Most Able and Talented pupils.**

- 2.2** We use a range of strategies to identify most able and talented pupils. The identification process is ongoing, and begins when the pupil joins our school. Each pupil's pre-school records gives details of achievements and interests in particular areas. Discussions with parent and carers enable us to add further details to these records.
- 2.3** Pupils undergo baseline assessment within the first half-term of joining our nursery class. This gives further information about their developing skills and aptitudes across several areas of learning. We discuss each pupil's Foundation Stage progress with the parent, and use this information when planning for individual needs.
- 2.4** As the pupils progress through the school, we assess them regularly to ensure that they are making the sort of progress that we are expecting of them in their personal targets.
- 2.5** The pupils undertake national tests in Years 1, 2 and 6. Teachers also make regular assessments of each pupil's progress in all subjects of the National Curriculum. We compare the information from these tests with a range of national and local authority data, in order to ensure that each pupil is making appropriate progress.

## **Teaching and Learning**

- 4.1** Our teachers plan carefully to meet the learning needs of all our pupils. We give all pupils the opportunity to show what they know, understand and can do, and we achieve this in a variety of ways when planning for pupil's learning by providing:
- a common activity that allows the pupils to respond at their own levels;
  - an enrichment activity that broadens a pupil's learning in a particular skill or knowledge area;
  - an individual activity within a common theme that reflects a greater depth of understanding and higher level of attainment;
  - the opportunity for pupils to progress through their work at their own rate of learning.

We offer a vast array of extra-curricular activities for our pupils. These activities offer higher achievers the opportunity to further extend their learning in a range of activities. Opportunities include a range of sporting clubs, music club, school orchestra and art and Spanish clubs. There are also exit routes to local gym, football and Athletics clubs.

Learning is also enriched through regular homework activities linked to the work being undertaken in classes. This offers teachers a further opportunity to set work at the level of individual pupils.

The pupils will also have the opportunity to experience a range of educational visits that further enrich and develop learning.

### **Most Able and Talented Co-ordinator:**

#### **The role and responsibilities.**

- To attend courses and keep up to date with local and government initiatives on most able and talented pupils
- To run a register of most able and talented pupils and keep it up-to date by liaising with co-ordinators and class teachers.
- To monitor teachers planning, to ensure that suitable tasks and activities are being undertaken across all curriculum areas by the higher achievers.
- To regularly review the teaching arrangements for these; particularly with subject co-ordinators.
- To monitor their progress through termly discussions with class teachers.
- To support staff in the identification of these pupils.
- To provide advice and support to staff on teaching and learning strategies.
- To liaise with parents, carers, governors and local authority officers on related issues.

This policy has been reviewed in January 2016.