



St Mary's Catholic Primary School

More able and Talented

Reviewed: March 2021

Next review: March 2023

Date approved: _____

St Mary's Catholic Primary School

More able and Talented Policy

Aims

We are committed to providing an environment which encourages all pupils to maximise their potential. This includes pupils who are 'more able' or display some form of talent. At St Mary's School we use the terms "more able" and "high achieving" to describe children within cohorts who perform at a higher academic level than their peers.

In common with all St Mary's School policies, we are fully aware of the need to maintain Equal Opportunities for all. For further clarification, please refer to the Equalities policy itself.

Definitions

The DfE and Ofsted define the more able in terms of those whose progress significantly exceeds age related expectations.

A 'talented' pupil is one who demonstrates specific ability in a non-academic area:

- Physical talent e.g. sport
- Visual/performing abilities e.g. dance, singing, musical instrument
- Outstanding leadership and social awareness
- Creativity- this includes art & design, DT, drama etc.

Identification of the more able and talented

Before identifying any child gifted in a particular area, we aim to ensure that all children have had the opportunity to learn and succeed in this area. This makes the identification process fair.

A more able or talented pupil should be identified using a **variety of methods** annually. The specific procedure will vary according to the subject area, but **may** include elements of the following:

- Teacher nomination
- Assessment results
- Specialist teacher identification
- Peer nomination
- Parental nomination
- Self nomination
- Certificated

The SENCo will then review all information and devise a list of 'More and Talented' pupils, which will then be shared with all staff and parents of children chosen for the register.

At St Mary's we are aware that 'able/high achieving children' can be:

- Good all-rounders
- High achievers in one area
- Of high ability but with low motivation
- Of good verbal ability, but poor writing skills
- Very able but with short attention span
- Very able with poor social skills
- Keen to disguise their abilities

Everyone at St Mary's School has a responsibility to recognise and value pupils' abilities. We are aware that:

- Able children may absorb new subject material very rapidly, and require fewer written practice examples to demonstrate understanding/mastery. They may need to move on to extension/enrichment materials early in a unit of work.
- Unnecessary repetition of work is de-motivating, and de-motivated pupils will not always demonstrate potential.
- There is sometimes peer pressure to under-achieve.
- Gifted pupils are not always easier to reach than other pupils.

Provision for talented / 'more able children'

We aim to:

- Maintain an ethos where it is acceptable to be bright.
- Encourage all pupils to be independent learners.
- Recognise achievement.
- Be aware of the potential effects of ethnicity, bilingualism, gender and social circumstances on learning and high achievement.
- Aim to provide work at an appropriate level.
- Provide opportunities for pupils to work with like-minded peers.

School-based provision

Classroom differentiation

- Teachers have high expectations
- Tasks are designed to take account of existing levels of knowledge, a range of skills and understanding, allowing children to work at 'greater depth.'
- There are planned extension opportunities or open-ended tasks.

Other school provision

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

- School clubs
- Enrichment opportunities
- Partnerships with other schools
- School tournaments i.e. football

Out of school provision

- Authorisation of absence for National schemes/competitions/festivals (as long as general school absence is already 96% or above)
- Sign posting children (information is provided on the school website in the Sports Premium section and the school often providing parents with leaflets about possible clubs or activities for their child).

Definitions II

Extension and Enrichment

Able children may be provided for by *extension and enrichment* in conjunction with 'classroom differentiation', 'other school provision' and 'out of school provision' (see previous sections).

Extension: (also referred to as enrichment through depth), involves pupils following the standard curriculum, but developing a deeper understanding through encountering more complex resources and material, tackling more challenging questions and tasks, demonstrating higher levels of thinking, and presenting increasingly sophisticated responses.

Enrichment: relates to the breadth of study and experience. It involves offering pupils a wide variety of opportunities, both within and outside the curriculum, and exposing them to experiences not usually encountered as part of the standard curriculum e.g. residential visits, trips and visiting groups. Pupil premium will be used to cover the cost of this for those eligible.

Process for review and development

This policy will be reviewed in line with the school development plan.

This policy will be reviewed as part of the policy review process

