



ST. AUGUSTINE OF CANTERBURY CATHOLIC PRIMARY SCHOOL

More Able and Talented Policy

Mission Statement

"I called you by your name, you are mine." Isaiah 43

The mission of our school is to support and further the teachings of Christ and His Church.

We welcome and embrace individuals of all abilities and cultural backgrounds.

We aim to enhance and celebrate their moral, physical, social and emotional development, so that they may reach their full potential in an atmosphere of stability, care and respect.

We believe that education is for all and in partnership with parents, carers, children and the wider Catholic community: we will strive and succeed in a wholly inclusive setting.

This policy was adopted Nov 2020

The policy is to be reviewed May 2022

Written by: Louise Prestidge

Designated Safeguarding Lead: Louise Prestidge

Deputy Designated Safeguarding Lead: Claire Burns

Deputy Designated Safeguarding Lead: Angela Liggins

Rationale

At St. Augustine of Canterbury Catholic Primary School, we are committed to providing the best possible provision for children of all abilities. We plan our teaching and learning so that each child can aspire to the highest level of personal achievement. The purpose of this policy is to help ensure that we recognise and support the needs of those children in our school who have been identified as 'More Able and Talented'.

In the national guidelines the terms are distinguished as follows:

The DCSF (Department for Children, Schools and Families), the predecessor of the Department for Education (DFE) defines able learners as:

"Those children and young people with one or more abilities developed to a level significantly ahead of their year group (or with potential to develop those abilities)."

They can be identified in any year and amount to 7-10% of the school population, although we do not attempt to manipulate individual cohorts to ensure that this is so. Provision will be made for these children within the normal class teaching, but sometimes we will provide enrichment or extension activities to promote their skills and talents still further.

More Able learners are defined as those who have abilities in one or more subjects in the statutory school curriculum. They have the capacity for, or demonstrate, high levels of performance in a subject area. This also includes children who are leaders or role models and who display outstanding leadership and/or social skills. Children may also demonstrate particular talents in subjects including PE and Music.

Aims

At St Augustine of Canterbury, we aim to develop a positive and supportive environment for children of all abilities. We hope to provide an education that challenges and motivates the children to achieve their full potential and become independent learners whilst developing their skills and abilities.

We provide teaching, which makes learning challenging and enjoyable and which allows for each child to learn at a pace that is appropriate for them. Class teachers will plan appropriate differentiation to allow children to study subjects to a greater depth using their curriculum knowledge to solve problems and investigate possibilities. They should have opportunities to challenge and extend themselves beyond the highest ability group within the class. This will include through enrichment, extension, opportunities for investigative learning or/and through the use of higher order thinking and questioning skill.

Overall aims are to:

- Provide a high quality curriculum and effective teaching.
- Identify children who have above average ability in one or more areas of the curriculum.
- Provide opportunities to extend and challenge children through differentiated tasks.
- Ensure that children achieve their full potential; meeting expected attainment and progress targets by developing children's confidence.
- Provide extra-curricular activities which provide enrichment in different areas of the curriculum.

Identification of More Able and Talented children

We use a range of strategies to identify more able and talented children. The identification process is ongoing, and begins when the child joins our school.

- In the EYFS, each child's pre-school record gives details of achievements and interests in particular areas. Before they start school; the class teacher meets with each child's parents to gain an understanding of their interests, strengths and possible areas of development. Information from on entry assessments carried out by class teachers within the first half-term of the reception year gives information about their developing skills across several areas of learning. Therefore, we can identify children who are likely to be more able and/or talented.
- Across the school, discussions also take place with parents and carers to enable us to gain further information about a child's ability.
- Throughout all key stages, class teachers use prior attainment and current performance to identify children that may be more able and use on-going tracking assessment to monitor progress and to ensure challenge is provided through quality first teaching in the classroom.
- The children undertake national tests in Year 2 and Year 6. Year 2 data provides teachers with a benchmark to identify those who are more able and are working at a greater depth within the curriculum. Teachers also make regular assessments of each child's progress in all subjects of the National Curriculum in accordance with our formative and summative assessment systems. We compare the information from these assessments where possible with a range of national and Local Authority data, in order to ensure that each child is making appropriate progress in addition to their personal predicted targets. These are discussed during Pupil Progress meetings.

Characteristics of a more able/talented child:

More able and talented children are a diverse group and their range of attainment will be varied. They are more likely than most children to:

- think quickly and accurately
- work systematically
- generate creative working solutions
- work flexibly, processing unfamiliar information and applying knowledge, experience and insight to unfamiliar situations
- communicate their thoughts and ideas well
- be determined, diligent and interested in uncovering patterns
- achieve, or show potential, in a wide range of contexts
- be particularly creative
- show great sensitivity or empathy
- demonstrate particular physical dexterity or skill
- make sound judgements
- be outstanding leaders or team members
- be fascinated by, or passionate about, a particular subject or aspect of the curriculum
- demonstrate high levels of attainment across a range of subjects or within a particular subject or aspect(s) of work
- Are able to use a high level of mastery in order to work with the curriculum objectives taught

It is important to recognise that not all more able children are obvious achievers; some may actually under achieve and therefore rigorous tracking is used to ensure that all children are achieving their full potential and have opportunities to excel. At St Augustine of Canterbury, we are committed to ensuring that the provision for all of our children is a priority.

Disadvantaged more able and talented children

As with all children, the school is committed to ensuring that more able and talented children are fully challenged and achieve their potential through quality first teaching. Due to the allocation of additional funding and the accountability this brings, the school will ensure that disadvantaged more able children are provided with opportunities to not only access and embrace the curriculum but to experience

learning and life skills that will develop their whole being as a child. Experiences can include additional sports, music, Arts or simply new experiences that may not be available to help them because of financial constraints or difficulty. Our aim is to help our children grow existing talents and help them identify new ones.

Provision

Our teachers plan carefully to meet the learning needs of all our children. We give all children the opportunity to show what they know, understand and can do, and we achieve this in a variety of ways when planning for children's learning.

Children are familiarised with a variety of organisational strategies as they move through the school.

These strategies can be used by all children, but give due scope to higher achievers including the setting across core subjects and small group interventions.

In every year group we set targets for English and mathematics, and teach the children in ability groups. These groupings are flexible and alter following tracking and monitoring of progress and need.

We offer a range of extra-curricular activities for our children. These activities offer higher achievers the opportunity to further extend their learning in a range of activities. Opportunities include a range of sporting and creative 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 children. Our VLE encourages children to further explore their learning through research websites and fun activities which broaden the children's experiences and encourage independent learning.

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

We promote celebration of achievements by asking parents to inform the school if their child has an out-of-school award etc.

We plan enrichment weeks and cross-curricular projects which offer children responsibility.

Use of specialist teachers, e.g. PE (Medway Sports Partnership) and Music teachers

Organising attendance at workshops or events led by the Local Authority or local secondary schools catering specifically for More Able and Talented children.

Monitoring and review

Class teachers

Class teachers keep regular records of the attainment and progress for all children in their classes in Reading, Writing and Maths and report each term on the progress and attainment of these children through data captures and Pupil Progress meetings.

Class teachers keep records of the attainment and progress of the most able children in those areas in which they excel. This is used to inform future provision necessary to meet their needs.

Class teachers review progress and set targets with children each term or more often if required.

More Able and Talented Lead

There is a nominated teacher who coordinates the provision and practice within the school for more able and talented children and keeps an up to date register.

The More Able and Talented Lead tracks progress of these children.

The lead regularly monitors the provision for these children by reviewing the teaching arrangements in place and lesson planning. Work samples from the higher achievers will also be monitored and lesson observations across the curriculum will ensure the correct provision for the more able children in our school.

The lead supports staff in the identification process as well as provides advice and support on teaching and learning strategies.



St Augustine of Canterbury Catholic Primary School

More Able and Talented
Nomination record

Name: _____

Year group: _____

Date included on the register: _____

M/F

SEN: Y/N

EAL: Y/N

Disadvantaged: Y/N

Evidence used:

Teacher nomination:		Entry point assessment:		
Rising stars/SATs	MATHS	READING	WRITING	OTHER
Provision:				
External experts (Names)			Parental information:	

Evidence is there to support this nomination?

--

