



POLICY FOR MORE ABLE AND TALENTED PUPILS

More Able and Talented Definition

Children and young people with one or more abilities developed to a level significantly ahead of their peer group (or with the potential to develop those abilities).

More Able

More Able describes learners who have the ability to excel academically in one or more subjects. Receptive language skills are the best indicator of Intellectual ability at Delamere.

If a child begins Keystage 1 assessed at P5 or above in Receptive Language or begins Keystage 2 assessed at P7 or above in Receptive Language then they are identified as More-Able.

Talented

Talented describes learners who have the ability to excel in practical skills or in a vocational area such as The Arts, Music, PE or Drama.

Rationale

At Delamere School our vision is for all children to be happy, well-motivated and to love learning. They will be challenged and achieve high standards through a broad, balanced, fun & creative curriculum. They will enjoy equal access to opportunities to develop and learn together. Ensuring outstanding provision for children who are More Able or Talented supports our vision, meets the needs of individuals and ensures the entitlement of all children to an appropriate education.

More able and talented children within our school may be academically high attaining pupils across the curriculum or talented in a specific area.

Intent

- In accordance with our school vision and core values we aim to:
- help pupils develop their personalities, skills and abilities, intellectually, emotionally and socially
- provide teaching which takes account of and provides for individual children's high ability
- strive for excellence in an inclusive environment
- ensure that there is an efficient system of identification, planning, provision and monitoring for MA&T pupils
- provide a full balanced curriculum that is stimulating, enjoyable, challenging and takes account of the child's individual abilities and talents
- promote parental involvement and partnership in their child's learning
- devise strategies for provision which include both organisational and curricular strategies as part of a differentiated, extended and enriched experience
- continuously improve classroom-based provision and develop appropriate teaching and learning pathways
- develop an understanding of the shared responsibility for More Able and Talented pupils
- ensure both policy and programmes of study are flexible

Implementation

Referral and Identification

Referral and identification of More Able and Talented children may come through a number of sources:

- Pre-school – information provided by parents, nurseries and playgroups or external agencies
- Information from parents – outside clubs and activities with recognition of achievement outside school subjects
- Baseline assessment
- Rigorous tracking of progress within Bsquared assessment systems
- Staff observations and discussions including specialist teachers
- Subject specific criterion

The identification process will be alert to the difference between ability and achievement, taking care to include underachieving but able children in this consideration.

There is a register of MA&T children in the school, which is updated annually. Parents are informed annually but only if their child IS on the register. Children may move on and off the register as it is a measure of their ability and achievement in relation to their peers and with children this can change over time.

The progress of these children is assessed and noted during Pupil Progress Meetings and reported on within individual Annual Review meetings.

What Provision is available?

The school believes in a curriculum of opportunity to answer the needs of all pupils including the More Able and Talented pupils. This will include;

- having very high expectations of what pupils can achieve
- varied and flexible grouping within a class/year group / department
- withdrawal of More Able or Talented children for higher level work
- differentiation which includes suitable challenging work with enrichment and extension activities.
- asking higher order questions which encourage investigation and enquiry
- setting clear and challenging outcomes for all
- an increasing range of extra-curricular activities
- opportunities for artistic, musical, dramatic and sporting development
- visits from external specialists
- facilitating access to both internal and external competitions
- creating a rich and stimulating learning environment
- Engendering positive attitudes to learning
- using variations in pace, learning styles, classroom organisation and pupil activities to support interest and motivation
- encouraging pupils to reflect on the process of their own learning and to understand the factors that help them make progress.
- encouraging all pupils to develop independence and autonomy and supporting pupils in using their initiative
- Providing homework activities which are open-ended and challenging

- Informing Gifted and Talented children and their parents about relevant activities outside the school e.g. music lessons
- Liaise with the Secondary School informing them of More Able or Talented pupils.
- Endeavour to foster links with secondary partners to ensure consistency of approach.

Where possible, pupils' interests should be used as a vehicle for learning, concentrating on areas of strength. All views of the child and parents are relevant and discussions may help to clarify priorities and help plan appropriate interventions.

Our vision, our values and our rights underpin all of our policies and the education we deliver. Article 3 of the United Nations Convention on the Rights of the Child states that: "The best interests of the child must be a top priority in all decisions that affect children". This policy has been created to keep the children at Delamere School safe and happy.

Impact

All pupils reach their potential in all aspects of the curriculum.

Appendix 1 Subject criterion for Talented pupils

All criteria is to be considered within the context of Delamere School – meaning pupils demonstrate higher skills levels as compared to their peers.

These are some of the characteristics these pupils might exhibit:

Drama

- Have a high level of personal, social and emotional intelligence showing how to lead and contribute to groups effectively.
- Able to use voice and body convincingly and 'naturally' to convey a wide range of characters and emotions.

Music

- They see music as an important part of themselves and their personality.
- They bring their own original and imaginative ideas into music making.
- They show a high level of concentration when making music.
- They have a clear idea of what they wish to play and learn.

Art and Design

- Ability to record observed 3D forms in 2D
- Ability to record from memory
- Originality and imagination
- Critical awareness of self and work of others
- Confidence in selecting appropriate mediums and control in using them
- Expressive use of medium

PE

- Pupils perform exceptionally well at one sport, or in many
- Show strong awareness of their body in space
- Have a high degree of control and coordination of their bodies
- Combine movements fluently, precisely and accurately in a range of contexts and activities.