

St Joseph's RCVA Primary School



More Able and Talented Policy

September 2019

ST JOSEPH'S RCVA PRIMARY SCHOOL

POLICY FOR IDENTIFICATION OF AND PROVISION FOR MORE ABLE AND TALENTED PUPILS

The policy is written with consideration to our school commitment to the Rights of the Child and our achievement of becoming a Rights Respecting School. Although direct reference to this is not continuously made, the policy has been written with full awareness of commitment to Children's Rights.

Definition

Ofsted define Gifted pupils as those with academic ability which places them significantly above the average for their year group and talented pupils as those whose abilities in art, music, dance or sport are significantly above average, however some pupils will be capable of success across a wide range of abilities and school systems should not be a reason for limiting their achievement.

More Able and Talented pupils are defined in our school as the top 5-10% of students in each year group who display the potential for excellence based upon innate ability or aptitude in aspects of communication, academic, creative, social, physical or emotional learning. In St Joseph's School we recognise the need to provide a suitable environment, curriculum and resources for More Able and Talented children. According to the DfES they are categorised as 5% to 10% of children. The More Able and Talented children in St Joseph's School will be catered for within their own class group, but extra provision will be made available to support and enhance their learning at a level that is appropriate to them.

Introduction

In St Joseph's, we identify More Able and Talented pupils as pupils who stand out from their peers and who fall into two distinct categories:

- Those who exhibit a talent or gift which might be in a curriculum area such as mathematics, art or PE, or be in a less easily acknowledged talent such as leadership, creativity or social maturity;
- Those children who possess a general academic learning ability, which is significantly greater than that of most of their peers.

A range of people are likely to be involved in the identification of More Able and Talented children. They might include:

- Teachers and other staff in school;
- Parents;
- Children;
- Peer group members;
- Other adults in the community e.g. Learning Support Staff, Educational Psychologists.

The pupils in our school who are More Able and Talented will benefit from a coherent and coordinated programme of support and encouragement within our school. Their progress will be monitored by the MAT Coordinator who oversees strategies to enable our More Able and Talented children to make progress, which will enhance their learning and enable them to achieve to the fullness of their potential.

These children will be in each year group and will warrant further planning and development programmes in order that they are fully catered for within the mainstream curriculum. We recognise that each child within our school is an individual and each child will perform differently in each subject and task in which they engage. Through the Equal Opportunities policy we reinforce our commitment to the view that all of our pupils should be encouraged and supported in order to achieve their potential.

At St Joseph's we endeavor to identify children who may be More Able and Talented, in whatever area as early as possible and then make suitable provision to nurture their talents accordingly.

CRITERIA FOR IDENTIFICATION OF MORE ABLE AND TALENTED PUPILS

There are many different criteria that may help in the identification of More Able and Talented pupils. These may not rely on test results. No child is likely to demonstrate all of the features below, but recognition of one or more features should warrant further investigation.

A child being considered as more able and talented might:

Have an ability to understand and communicate a wide range of thinking and ideas	
Have a rich vocabulary and can communicate using a wide range of speech patterns	
Ask probing questions	
Be able to respond to searching questions and to challenges	
Be able to work independently in a sustained and purposeful way	
Show unusual perseverance and concentration	
Have an excellent memory	
Display extensive general knowledge	
Show maturity and self confidence	
Think and learn easily and quickly	
Have a vivid imagination	
Have a distinctive sense of humour	
Relate new work to previous knowledge and be able to make links and draw conclusions	

There are other aspects of pupil's attitude and behaviour, which may be indicative of talent, and ability as yet unrecognised.

A child being considered might:

Show impatience with routine tasks, although well able to do them	
Challenge views and opinions	
Resist social norms	
Often daydream	
Find difficulty in relating to other children	
Reject some school work	
Display restless behaviour	

There may be reasons other than giftedness for any of these behaviours, all of which will merit further investigation.

IDENTIFICATION OF MORE ABLE AND TALENTED PUPILS

If a teacher's impression of a child is that they are particularly talented or able, the teacher should:

- Refer to the MAT criteria above
- Create opportunities to observe the child's approaches to learning
- Talk to the child to explore views and feelings about his/her merits and interests
- Consult with previous teachers of the child
- Consult with the MAT Coordinator and discuss evidence and procedures.

The teacher and MAT Coordinator should then:

- Consult with the parents of the child (sensitively)
- Seek advice from support agencies – LSS, Educational Psychology, SSCO
- Put in place appropriate planning to develop the child's potential, and monitor progression. There should be specific strategies for teaching and monitoring including unit assessment identification.

THE ROLE OF THE MAT COORDINATOR

The MAT Coordinator is responsible for coordinating, promoting and facilitating the enrichment and learning of more able and talented pupils.

Co-ordination includes:

- Aiding identification of individual needs of pupils
- Providing practical help for pupils, parents and staff

In order to fulfill this role the MAT Coordinator will:

- Consult regularly with colleagues to ensure the tasks set match the ability of the pupil
- Initiate regular discussion about appropriate teaching and learning strategies
- Keep up to date with information about resources and services and be responsible for sharing this information with parents and colleagues
- Contribute to all aspects of school planning and policy making
- Ensure that all staff are aware that such pupils are a corporate responsibility
- Make an appropriate contribution to school based Inset and participate in any Cluster initiatives

- Help staff to identify occasions for collaborative teaching, which could create opportunities for challenge and enrichment
- Encourage the use of ICT for independent learning or for extension of learning opportunities

The management of More Able and Talented children is considered to be an important part of our curriculum development at St Joseph's RCVA Primary School. It is a whole school responsibility and is not dependent solely on the MAT Coordinator or class teacher.

Managing the needs of the More Able and Talented children in school is considered to be an integral part of our school curriculum development. The role of the MAT Coordinator is seen as a vital part of this development.

**This policy was written by the More Able and Talented Coordinator following consultation with all staff.
It will be reviewed annually.**

Next review will be July 2020

