

MOST ABLE AND TALENTED POLICY

Date this policy was formally reviewed and agreed by the Governing Body of Kelvin Grove Primary School:	11.11.2016
Signed on behalf of the Governing Body by:	Mr Ian Mearns MP Chair of Governors
Signature:	
Date:	11.11.2016
Details and dates of minor amendments:	05.07.2019 – reviewed without amends.
Date next full review is due:	Autumn 2019

Please note that this school is committed to safeguarding and promoting the welfare of children and young people and expects all staff, volunteers, governors, parents and visitors to share this commitment.



Rationale

Kelvin Grove is committed to providing an environment which encourages all children to maximise their potential. All children have the right to a broad, balanced and relevant education, which provides continuity and progression and takes individual differences into account. In school we aim to provide a curriculum that is appropriate to the needs and abilities of all our children.

The Most Able & Talented Policy, although specifically aimed at meeting the needs of the 'Most Able & Talented' children, is intended to be inclusive in its nature and is therefore aimed at raising achievement throughout the school.

What do we mean by 'Most Able & Talented'?

'Most Able & Talented' pupils are those pupils who achieve, or have the ability to achieve, at a level significantly in advance of the average of their year group. The following areas have been identified as being the main areas of ability:

1. Intellectual (aspects of English, Mathematics, Science, Computing etc)
2. Artistic and Creative (Art, Design, Music or Drama)
3. Practical (Design Technology)
4. Physical (PE, Sports, Dance)
5. Social (personal and interpersonal, leadership qualities, working with adults and emotional sensitivity, empathy and care for others)

Notes

A pupil who is presently not reaching his or her full potential can be recognised as 'Most Able & Talented'. 'Most Able & Talented' children in English may be identified when they:

- Demonstrate high levels of fluency and originality in their conversation
- Use research skills effectively to synthesise information
- Enjoy reading and respond to a range of texts at an advanced level
- Use a wide vocabulary and enjoy working with words
- See issues from a range of perspectives
- Possess a creative and productive mind and use advanced skills when engaged in discussion
- Work confidently on objectives for year groups higher than their own

'Most Able & Talented' children in Mathematics may be identified when they:

- Explore a range of strategies to solve a problem
- Are naturally curious when working with numbers and investigating problems
- See solutions quickly without needing to try a range of options



- Look beyond the question in order to hypothesise and explain
- Enjoy manipulating numbers in a variety of ways
- Work confidently on objectives for year groups higher than their own
- Achieve levels in national assessments above those expected for their year group

It is worth remembering that 'Most Able & Talented' pupils can be:

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

Identification Strategies

We use a range of strategies to identify 'Most Able & Talented' and the identification process is ongoing, begins when the child joins our school and involves staff, pupils, parents and carers. Data taken into account will include:

- Information from parents and carers
- Information from previous teachers
- Discussions with pupils
- Ongoing assessment using open/ differentiated tasks
- Careful record keeping
- Collation of evidence (e.g. individual child's work)

Provision

We strive to ensure that opportunities for extension, enrichment and encouragement are built into our school environment.

We aim to:

- Create an ethos where intelligence is valued and where gender stereotypes are dismantled
- Encourage pupils to become independent learners (Our use of setting targets with children help to encourage this)
- Be aware of the effects that ethnicity, bilingualism, gender and social circumstances have on learning and high achievement



Within the curriculum we use a variety of strategies including:

- Using enjoyable methods and tasks to deliver the curriculum (e.g. innovative ways to deliver speaking and listening)
- Make every effort to regard curriculum guidelines as guidelines, but we are creative and adapt the lessons we teach to meet the needs of all learners
- Use enrichment days/ weeks
- Recognition of achievement (In class and assemblies, consistently throughout the school)
- In addition to good differentiation, build in extra extension activities where appropriate, across the curriculum
- Set open ended tasks to give pupils ownership in a task or activity and lead it in the direction of their choice
- Varied and flexible pupil groupings sometimes allowing most able pupils to work together, sometimes allowing them to take particular roles in mixed ability groups
- Encouraging children to evaluate their own work and so become self-evaluative
- Encouraging children to explain things to each other

Recording and Monitoring

Our school tracking system allows for recording and monitoring the progress of our 'Most Able & Talented' pupils by the Head Teacher and the senior leadership team. Our lead for the 'Most Able & Talented' also has a rigorous and fully detailed register and provision map for the 'Most Able & Talented' pupils. The area of ability is recorded, showing which aspects they have a gift or a talent for. The parent or carer is consulted before the child's name is put on the register. The child's progress will be constantly monitored by the class teacher, the senior leadership team and 'Most Able & Talented' Lead. If a child is not reaching their full potential or has achieved the set targets, new arrangements and new targets will be established as appropriate.

Consistency and Progression

We aim to make sure that our 'Most Able & Talented' pupils make maximum progress through carefully differentiated planning and record keeping. Records and lesson planning are shared between teachers and follow the pupil to the next class.

Inclusion

The 'Most Able & Talented' pupils are taught in groups corresponding with their age and ability. In some instances they will be involved in learning activities alongside older pupils. The school recognises that some able pupils may be keen to specialise early in some activities, such as in academic work, to the detriment of other experiences or subjects of the curriculum, such as group performance, sporting activities or even going out at playtime to get exercise and fresh air. We encourage all pupils to fulfil their full potential in those subjects in which they are most able, without reducing the breadth of their curriculum and personal experience.



Homework

Homework is matched to the ability of the child and is set according to the Key Stage they are in. We also provide extra challenges for our 'Most Able & Talented' children that will enable them to further their own thinking and stretch their learning in a particular topic.

The Role of Parents and Carers

Parents and carers involvement is encouraged in the child's learning and the school aims to work in full partnership. All children are encouraged to share their work and ideas with their parents, especially when setting targets for each new topic. Parents are invited to support their child during the time they are doing set homework, and they are encouraged to provide space for them to work, and if possible, additional resources, such as reference materials.

Personal and Social Education

Class work and work outside the classroom includes a number of opportunities for pupils to work in small or large groups, which will help their personal and social skills. Some very able pupils find working in teams easy, others show excellent social and leadership skills, but others find "teamwork" more difficult. The school aims to develop all the abilities of pupils, including their social and personal skills, especially if they are not strengths. We aim to create a climate in which children are taught to relate well to each other and where differences of all kinds, including ability, are accepted and often celebrated.

Leadership and Management Role

The Lead for the 'Most Able & Talented' pupils at the school will:

- Maintain the register in consultation with other staff
- Liaise with the Head Teacher and Governors where appropriate
- Monitor the school's provision for children who are 'Most Able & Talented'
Monitor the progress of pupils on the 'Most Able & Talented' Register following termly assessments

Policy Review

The policy will be reviewed regularly as part of the general policy review cycle at Kelvin Grove. This will be in no more than two years' time (January 2018) or as changes are made to provision or staffing.