

John Ruskin Primary School and Language Classes

More Able and Talented Children Policy

Co-ordinator: Fran Derrien

Last review: January 2020

Next review: 2023



"Be responsible, be fair, stay positive and care"

Rationale

All children attending John Ruskin Primary School are entitled to a broad, balanced and relevant curriculum that encourages them to reach the highest level of personal achievement. We value the individuality of every child and acknowledge the importance of helping every child to recognise the spectrum of their capabilities in order to fulfil their potential. To ensure this takes place, we aim to provide challenging learning opportunities for all children, matched to their capabilities. Our curriculum, together with religious education, will provide a framework through which children's thinking, knowledge and skills will be extended. We recognise that some children will need additional support in their learning to realise their potential. Evidence from Ofsted shows that where the needs of more able and talented children are met, standards are raised for all pupils.

Aims

Children who show a specific aptitude in a particular area of the curriculum, as well as generally across all subjects will be recognised and nurtured. Identification of high ability or talent will be through continuous assessment of progress and attainment in a wide range of contexts, and will not depend solely on tests or occur at a single point in a child's development, although summative data will be taken into account.

Objectives

- Recognise each child as an individual and be concerned for the whole child, socially and emotionally as well as intellectually.
- Identify the able and talented child as early as possible in his or her time at school.
- Recognise that the able child may have social and or emotional problems, or may present themselves as under achievers, or children with learning or emotional difficulties.
- Further develop the specific skills and talents of each individual child.
- Actively involve the able and talented child in understanding how they learn and in the negotiation of their work and targets.
- Wherever possible provide the child with appropriate work within their own classroom environment.
- Where appropriate, give consideration for acceleration involving working with older age groups.
- Provide support for class teachers in their work with able and talented children.
- Record and review progress, tracking, teacher assessment and test scores.
- Inform and involve governors about the school's provision for the able and talented child.
- Inform and involve the parents.
- Consult and liaise with other agencies where appropriate.

Definition

We recognise each of the following as valid fields within which children might demonstrate enhanced capability. 'More able' is used to identify children who are academically at the top of their cohort, while 'talented' is used for children who have strengths in music and art. Taking into account the following skills, as well as data from ARE assessments, we will list children who are more able or talented in these areas: English, maths, science, art and music.

- Linguistic skills- reading, writing, speaking, listening, factual recall;
- Mathematical skills- number manipulation, logical and sequential processes;
- Naturalist skills- hierarchical ordering, awareness of natural world;
- Visual & Spatial skills- observation, artistic representation;
- Musical skills- musical appreciation, singing, instrumental;
- Physical skills- fine and gross motor skills, sports, creativity;
- Social skills- relationships, leadership;
- Personal skills- self-awareness, emotional intelligence

Equal Opportunities

All children, regardless of gender, race, religion or disability have the opportunity to be included on the More Able and Talented register. There may be occasions when children with Special Needs are also included on this register as cases of dual or multiple exceptionality e.g. specific learning difficulties but with a talent for art. It is hoped that, wherever possible, access to additional provision (such as clubs and visits) will be open to all. Where this is not possible the criteria for eligibility will be made explicit. The More Able and Talented register is monitored in terms of deprivation, gender, race, religion and disability, and action is taken to ensure that all groups are represented.

Identification

In order to identify this rich diversity of abilities, it is essential to adopt a variety of methods.

- Informal observations and assessments by teaching staff, teaching assistants and club leaders etc.
- Checklists
- Background knowledge of the individual children.
- Formal assessments and tests such as Baseline Assessments; national Key stage Tests; ARE assessments.
- Pupils' work or performance.
- Through activities organised by various external partners.
- The More Able and Talented Cohort register will be reviewed once a year, at a whole school staff INSET meeting. This staff meeting will also be used to create a 'Shadow Cohort' list, detailing children who are especially able in various curriculum areas.

Transition between Key Stages

When children on the register leave John Ruskin Primary School to go to secondary school, the More Able and Talented coordinator will send a transition document to the child's secondary school. This will include information about the child's levels throughout primary school, the areas in which they have been identified as more able or talented, their interests and activities they have participated in during primary school.

Provision for the Exceptionally Able

The 'exceptionally able' are identified as the top 2% of children, nationally. When a child in the school is identified as being exceptionally able this will be recorded on the More Able and Talented register, and s/he will be provided with an Exceptional Education Plan, which is a personalised programme that enables the child to fulfil his or her potential in the area for which s/he excels. The child's need to progress at a different rate and along an individual pathway will be acknowledged and catered for. Children who are exceptionally able may be given emotional support from a learning mentor, if it is believed that they will benefit from this.

Effective teaching and learning

By identifying the more able and talented child, teachers can assess needs that will inform the planning of work to ensure appropriate pace, rigour and challenge. Opportunities for effective teaching and learning for the able talented child will take place through:

- Developing an enriched curriculum
- Creating a stimulating, meaningful environment within and surrounding the school
- Using non-teaching adults in group work
- Planning involvement of parents
- Helping children to formulate questions
- Encouraging co-operative and independent learning
- Setting manageable yet challenging targets to maximise success to gain self-esteem and self confidence
- Encouraging pupils to take risks and make mistakes (learning from failure as well as success)

Enrichment and Extension

Extension work can take place through an increase in the depth and breadth of study. Children will be encouraged to:

- Use their initiative
- Solve problems
- Seek alternative answers through the provision of open ended tasks
- Make judgements based on confidence in their own ability
- Use all relevant skills
- Teach others what they know

Differentiation

The learning experiences of more able and talented children need to be differentiated and extended as we are aware that to offer all children the same opportunities is not to offer them equality of opportunity. Teachers' weekly planning for the broader curriculum and daily planning for literacy and numeracy lessons should indicate the specific teaching and learning offered.

Parental Involvement

Parents are given the opportunity to identify their children's specific abilities and talents. They are encouraged to nominate their children by speaking to the class teacher or requesting a meeting with the school's more able and talented co-ordinator. Annually, the More Able and Talented coordinator will meet with the parents of children on the register to discuss enrichment activities they could do with their children at home to further foster their abilities and talents.

Liaison

There is open communication and consultation between class teachers, subject co-ordinators and other relevant agencies, to ensure able children have access to all available opportunities and resources in order to develop their particular abilities.

Management

The school recognises the necessity for all staff to be involved in identifying, encouraging and providing for the needs of More Able and Talented children. However we also recognise that having a named person with specific responsibility will ensure that the issue is kept in the forefront of staff consciousness. The school's more able and talented co-ordinator is responsible for co-ordinating activities, liaising with staff, parents and agencies. A member of the school management team will provide management support for this work. The governing body will be kept informed of the ways in which the school meets the needs of more able and talented children.

This policy should be read in conjunction with the school's teaching and learning policies.

**John Ruskin School and Language Classes- Equality Impact
Assessment Form**
(covering race, disability, gender, age, religion or belief and sexual orientation)

Complete the sections/questions below and place a tick in the boxes, as appropriate:

Section 1 - General Information

1. Title of the policy or practice being assessed:

More Able and Talented Policy

2. Aim(s) of the policy or practice being assessed:

Identify, plan and provide for, continually track and assess more able and talented children.

3. Type of policy or practice being assessed:

☒ Existing

☐ Proposed

4. Department and/or name of person responsible for the policy or practice:

Fran Derrien

5. Which members of our school community are affected/likely to be affected by the policy or practice?

☒ Pupils

☒ Staff

☒ Parents and carers

☒ Governors

☐ School volunteers

☐ Visitors to the school

☒ Wider school community


☐ Other – (please list) _____

☐ Not relevant to members of our school community ⇒ **Process Ends** ⇒
equality impact assessment not required

Section 2 - Monitoring impact - gathering evidence


6. Do we currently collect or plan to collect any data or information to monitor the impact of the policy or practice on members of our school community (as listed in Q5)?

Tick all that apply:



- ☒ Performance indicators or targets
- ☐ People profiles – eg pupils, staff, governors, visitors, wider school community
- ☒ User satisfaction methods – eg from pupils, parents and carers, staff, governors, visitors, wider school community
- ☐ Consultation methodologies, eg sampling of policies using pupils, parents and governor forums, 1-to-1 meetings with people from diverse groups
- ☐ Collating complaints and compliments
- ☐ Other – (please list) _____
- ☐ None 

7. Is the data we collect (or intend to collect) broken down into the following groups?



Tick all that apply:

- ☒ children or people from different ethnic backgrounds
- ☐ disabled children or people
- ☒ boys or girls, men or women, people who identify as transgender
- ☒ people of different ages
- ☐ children or people with different religions or belief
- ☐ children or people who are heterosexual, gay or lesbian
- ☐ None of the above 

8. Do we know, from the data or information collected, if the uptake of any services, benefits or opportunities associated with the policy or practice is generally representative of our school community?

☐ Yes ☒ No ☐  Insufficient evidence to make a judgement 



9. Is there evidence or reason to believe that some groups within our school community may be affected differently by the policy or practice – either adversely or positively?

- ☒ No – Go to Section 3
- ☐ No – insufficient evidence to make a judgement–  Go to Section 3
- ☐ Yes  - these being:
- ☐ children or people from different ethnic backgrounds
 - ☐ disabled children or people
 - ☐ boys or girls, men or women, people who identify as transgender
 - ☐ people of different ages
 - ☐ children or people with different religions or belief
 - ☐ children or people who are heterosexual, gay, lesbian or bisexual

Give detail of evidence and/or reasons why:

Section 3 - Anticipating future impact

10. Now consider what the policy or practice is aiming to deliver in the future, how will it do this and how it will impact on groups within our school community? Is there a possibility it may disadvantage or exclude from any groups within our school community? (See Appendix 2 – ‘Equality strands and factors to consider’ as a prompt)

- ☒ No
- ☐ Yes 
- ☐ Not sure 

Please describe any potential issues here:

Section 4 - Addressing the red flags:

11. You now need to think about the implications of any red flags triggered during this assessment.

- How straightforward will it be to address the red flag triggers?
Can you fill any gaps in information by carrying out small consultations (eg1-to-1s) or surveys? Can you analyse existing data, or collect new data relevant to the policy or practice? Can you amend the policy or practice to address the issues? Decide how the red flag triggers can be best addressed appropriately and reasonably for your school.
- Are these red flags highlighting major gaps in your evidence or understanding which will need more detailed consideration?

Please indicate your conclusions below. This will explain the next steps you need to take.

☒ There are no red flags or issues identified. No further action is required. Go to Section 7 - Completion

☐ The red flags can be easily addressed for example, by collecting and analysing data, amending the policy or practice, or through carrying out small consultations.
Or we have identified an objective, lawful reason to justify the issue(s).
Go to Section 5 - Improvement Actions

☐ Red flags are highlighting major gaps in evidence or issues that will be difficult to address and we need to undertake more evidence gathering.
Go to Section 6 - Additional evidence gathering.

Section 5 - Improvement Actions

12. Please describe any actions which you intend to undertake to address any issues which have been highlighted by the EqIA. Then go to Section 7 - Completion.

Section 6 - Additional evidence gathering

If your assessment identified complex issues which would be difficult to address, or you had insufficient evidence to make a judgement, you need to undertake an additional evidence gathering process. This is described below:

(a) Gather and analyse relevant additional evidence to address gaps in your knowledge, enhance understanding of the issues and inform options for addressing these. Additional evidence may include any of the following:

- Involving for example, pupils, staff, parents, carers and governors from different equality groups in discussions about the how the policy or practice may affect them
- Information from specialist staff/in-house expertise, either within school or at Southwark borough council
- Benchmarking with other schools
- Analysing data of take up/use of policy or practice by school community profile groups
- Using results of any school surveys or consultation exercises undertaken in relation to equality
- Research reports on the needs and experiences of diverse groups
- National best practice guidance from, for example from Department for Children, Schools and Families, (www.dcsf.gov.uk) or Equalities and Human Rights Commission (www.equalityhumanrights.com)
- Expert views from organisations representing diverse groups (ie disability/race equality groups; trade unions etc – see Useful Resource Contacts on Southwark schools equality pages for details of contacts)

(c) Use your additional evidence gathering and analysis to develop options for addressing the issues identified, and consulting with relevant management teams/governors where necessary to discuss issues and confirm proposed actions.

(d) Following completion of the above, please confirm the following:

Summary of evidence gathered, including any consultation:
The conclusions and agreed actions:

Section 7 - Completion

Name and job title:	Fran Derrien MAT coordinator
Names and titles of any other people who assisted with this assessment:	
Date:	05/12/19
Date of next review:	
When completed, a copy of this form should be saved with the master copy of the function/policy for audit purposes.	

