

John Ruskin Primary School and Language Classes

# More Able and Talented Children Policy

Co-ordinator: Isabel Mattick

Last review: April 24

Next review: 2027



*"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 and EEF reports, show 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 in KS1 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, if requested, the More Able and Talented coordinator can provide parents with the record of the child's targets for the child's secondary school. The target sheet is for the areas in which they have been identified as more able or talented. It is also possible that the record of MAT activities they have participated in during primary school can be passed on too.

### **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 take into consideration 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.