

St Mary's Catholic Primary School

Policy for More Able and Talented Pupils

Mission Statement

St. Mary's school community follows the teachings of Jesus Christ, working together to develop the whole child, in a spiritual, moral, academic, physical, social and emotional way, within a caring and supportive environment.

Intent

We recognise that there is a challenge in creating an enriching environment for all those involved at every level of school life. We take our lead and inspiration from Christ with regard to the Gospel values; the belief that all human beings are uniquely created and loved by God and worthy of respect. This challenge manifests itself in the way that we treat and value:

- Our relationship with each other and the wider community.
- Our respect for one another.
- Our welcome to and interest in all those who visit our school.
- Discipline inspired by healing, forgiveness and reconciliation.
- Our school environment.

Through rising to this challenge we aim to create an awareness of a sense of belonging to and being part of the life at St. Mary's.

The purpose of this policy is to address the needs of the children at St. Mary's who have been identified as more able and talented.

Definition

- More able pupils have notable abilities in one or more subjects in the statutory curriculum other than art, music and physical education.
- Talented pupils have notable abilities in art, music, physical education and / or sports and performing arts.
- Definitions relate to the national curriculum and to pupils of compulsory school age but can be extended to include all those who show marked abilities at any age. At St.Mary's therefore this would include children in the Nursery.
- Pupils of exceptional ability refers to approximately 2% of children nationally, but we recognise the importance of being able to plan for provision even if there are times when the school does not have pupils at this level of ability on roll.

Implementation

Identification

Children will not generally be identified as being of particular ability as a result of a single test but rather the combination of factors which would include the use of quantitative data (which is closely monitored using the school's data tracking system):

- National Curriculum assessments – tests and teacher assessments.
- Internal school assessment data
- Standardised ability tests
- Music, art, dance, drama and sporting assessments

This is supplemented by a range of qualitative information which the school uses as part of the process of its development of assessment for learning:

- Teacher assessments.
- Teacher nomination in liaison with relevant subject leaders.
- Pupil observation – in class, in groups, in extra- curricular activities, in social activities. In the Foundation Stage a range of observations form the basis of assessing pupil progress against the Early Learning Goals.
- Scrutiny of pupils' work.
- Peer nomination – children are quick to recognise ability in others and often take pleasure and interest in seeing their peers do something well. Their views therefore will be considered and form part of the profile of the more able child.
- Discussions with parents and carers.
- In some cases to confirm identification, advice from the school's educational psychologist may be sought if this is considered appropriate.

The school is aware of the need to pay particular attention to pupils we have identified as being more able and talented and who might also be considered to be from a vulnerable group. The systems in place for identification and monitoring should also ensure that underachievement by individual pupils is identified early and appropriate measures are put in place.

Provision

Whole School Level

A climate of open enquiry within our school allows children to feel safe in trying out new ideas and making mistakes. At St. Mary's we aim to:

- Create an ethos where being bright is accepted and desired and to treat intellectual risk and uncertainty as interesting challenges.
- Encourage all children to be independent learners. This includes the use of the library and the internet as a resource for individual study and research.

- Embed whole school initiatives: thinking skills including De Bono's Thinking Hats, Habits of Mind, creating a Community of Enquiry to support and encourage more able pupils to develop higher order reasoning skills.
- Recognise achievement.
- Encourage children to participate in school working parties eg. newsletter, school council.
- Develop links with secondary schools to allow pupils to participate in summer schools, master classes and Saturday workshops.
- Make use of special skills of individual members of staff (and those from linked secondary schools) particularly to develop skills of talented pupils – choir, dance, football and netball and art clubs.
- Provide enrichment opportunities by inviting outside specialists to provide one day workshops and after – school activities.

Classroom Level

- Full class teaching in an atmosphere of mutual respect.
- Flexible teaching throughout lessons to allow independent investigation.
- Setting by social groups, ability or mixed aptitude groups.
- Enrichment through a range of materials and resources, study skills taught directly, investigation work, increased technical / specialist language.
- Extension using open-ended tasks and questions, deepening understanding of concepts, additional activities around basic themes.
- Differentiation matching tasks to ability.
- Problem solving and investigation.

Role of the Co-ordinator

- Keep governing body informed and up-to-date
- Monitor agreed policy and ensure early identification
- Develop and share expertise, updating colleagues on best practice or new initiatives as they arise.
- To develop extension and enrichment material and purchase appropriate resources.
- Monitor assessment and provision to ensure individual pupils stay on track and that no specific groups appear to underachieve.
- Provide links with necessary specialists.
- Liaise with subject leaders to ensure that the principles of the More Able and Talented Policy are implicit in the school's Teaching and Learning Policy.
- Develop links with other schools to continue to raise achievement through the dissemination of shared good practice.

Impact

Those pupils identified as being (or having the potential to be) more able and talented will have their needs addressed in accordance with the aims of our school mission

statement. They will be provided with a rich range of opportunities within the school's framework of a carefully structured positive atmosphere in which provision for all pupils is recognised and differences are acknowledged. This includes recognition and nurturing for the exceptionally able which does not necessarily preclude pupils with a statement of special educational needs. Provision for the more able, gifted and talented is therefore an integral part of the school's approach to inclusion recognising all pupils' entitlement to a broad, balanced, planned and challenging curriculum in which all can thrive.

The policy will be reviewed and updated annually.

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