Holmer Green First School and Pre-School

Most Able and Talented Pupils Policy

Rationale

At Holmer Green First School and Pre-School, we recognise the need to realise the potential of all pupils, including those who are most able.
As a school we understand that ensuring that there is breadth, depth, challenge and opportunity for most able pupils is important. We are dedicated in ensuring that provision is appropriate, so that most able pupils are able to reach their full potential.

Definition

The school defines able pupils as "children with one or more abilities developed to a level significantly ahead of their year group, or with the potential to develop these abilities".

Most able learners are defined as those who have abilities in one or more academic subjects such as Maths, English or Science.
Talented learners are defined as those who have particular abilities in sports, music, design or creative and performing arts.

Aims

- To foster an achievement culture throughout the school which celebrates both effort and achievement in a wide range of areas.
- To identify pupils achieving at a level beyond their peers and to make appropriate provision which stretches them in areas of strength and develops them in areas of relative weakness.
- To identify pupils with the potential to perform at a level beyond their peers, and to make appropriate provision which provides breadth in their areas of strength and develops them.
- To provide an appropriately challenging curriculum and enrichment activities for all children.
- To support effective transition of most able pupils to their junior school.
- To remove the ceiling using open ended learning opportunities.

Identification

Identification will be an on-going process aided by assessment and observations. Class teachers are able to identify these children in the school's assessment programme Tapestry. They are able to filter key objectives to identify those children who are making greater progress and entering and achieving the Greater Depth objectives in KS1 and Exceeding objectives for Reception. In discussion with the Inclusion Leader, class teachers will nominate the most able children in their class.

The identification process will be alert to the difference between ability and achievement. We will also pay particular attention to the balance of girls and boys on the register and the season in which they were born. This will allow us to ensure that any most able children who are underachieving are identified.

Monitoring will take place termly to ensure that identified pupils access the most appropriate provision. Pupils will be discussed specifically at Pupil Progress meetings between the Headteacher, Inclusion Leader and class teachers. Monitoring will also take place through learning walks, observations of teaching and learning, work scrutiny, planning scrutiny and conversations with most able pupils.

Criteria for identification will include:

- Prior attainment.
- Observations of classroom learning behaviours.
- On-going school assessments.
- Work scrutiny.
- Discussions with parents/carers.
- Discussions with individual pupils.

Provision

The provision of most able pupils is rooted in the day to day classroom experience and enhanced by additional opportunities offered both within the school and outside of it. These opportunities include:

- Varied and flexible groupings within the class.
- Withdrawal of most able pupils for higher level work in small groups during whole class input and plenaries.
- Giving the children the opportunity to experience breadth and depth within a lesson.
- Ensuring sufficient challenge and support for most able pupils.
- Providing a range of open ended problem solving tasks.
- Provision of challenging reading books across the school for most able readers.
- Asking higher order and open ended questions which encourage deeper learning and accelerated progress.
- Setting challenging targets.
- Giving the opportunity for most able pupils to explain and 'teach' tasks to their peers.
- Enabling all children to evaluate their work, reflect, modify and progress.
- Giving children the opportunity to ask questions during lessons.
- Providing a range of enrichment opportunities, such as a wide range of extra-curricular clubs, visits and visitors.

Mastery Maths Curriculum

The school has adopted a Mastery Maths curriculum. This allows all children in the class to access the same curriculum and objectives within a lesson. By having a Mastery Maths curriculum, most able children have greater opportunity to move onto challenges within the lesson which focus around reasoning and problem solving to deepen their understanding of a specific area. This is demonstrated in the pupil's maths books where the challenges are printed onto lilac/pink paper or EC (extra challenge) is written by the class teacher to show this next step.

Talented Pupils

The identification of talented pupils will be an on-going process aided by assessment, observation and pupil discussion. Through a good link with parents, we are able to identify pupils who may be talented in an area or subject which the school does not offer, for example swimming or golf.

We celebrate the achievement of our talented pupils through whole school NED assembly. We also celebrate outside achievements for talented pupils during Celebration assembly.

Additional provision for the talented pupil includes:

- Subject specialists teaching lessons, for example football.
- Visiting experts to the school, for example authors.
- Directing parents towards national associations or competitions.
- Running specialist clubs.

By running extra-curricular activities, it offers opportunities for pupils with specific strengths to develop their interests or skills. However, this will also benefit all children who attend.

Responsibilities

The Headteacher and Senior team will be responsible for:

- Whole school assessment and monitoring systems.
- Leading and supporting staff in their provision for the most able.

The Inclusion Leader will be responsible for:

- Writing the Most Able and Talented policy and ensuring that it is reviewed and matches current practice.
- Monitoring the implementation of the agreed policy.
- Writing and implementing an action plan.
- Compiling and maintaining an up-to-date register of most able and talented children.
- Ensuring that the register is updated on a termly basis.
- Ensuring that staff are up to date with current best practice.
- Supporting and monitoring curriculum planning which ensures differentiated provision.
- Ensuring the transfer of relevant pupil information to their junior school.
- Purchasing and organising resources to facilitate the teaching of most able children.
- Sharing resources and web links with colleagues.
- Understanding data monitoring and analysing, work scrutiny, planning scrutiny, learning walks.
- Regularly meeting with the named Inclusion Governor.
- Reporting to School Governors.

Subject Leaders will be responsible for:

- Advising colleagues on suitable strategies for extending the most able and talented in their subject.
- Purchasing resources as appropriate.
- Celebrating examples of exceptional work or skills.
- Monitoring the provision for the most able and talented in their subject.
- Arranging activities and inviting visitors in to school to enrich the curriculum.

The Class Teacher will be responsible for:

- Identifying the most able and talented in their class.
- Ensuring most able children are included on class provision maps to ensure that additional challenges are planned for.
- Informing parents verbally through Parent Teacher meetings for particularly able pupils.
- Working with the Inclusion Leader to set appropriate targets for the most able children.
- Ensuring appropriate provision through differentiated planning and challenge.
- Ensuring appropriate provision for talented children or signposting it for their parents.
- Use the White Rose, NCETM, NRICH websites to gain ideas for a range of challenges within the classroom.