



Pulford V. A. Lower School

January 2019

Policy for More Able and Talented Education

Introduction

Our school policy is based on the Central Bedfordshire Policy for More Able and Talented Education. We believe that there may be more able and talented children (such as very high attainers and very high achievers) in all our classes and it is our responsibility as teachers to enable the potential of each to be fulfilled. We also believe that effective practice for very able learners is invariably good practice for all children.

1. Definition of more able and talented pupils

More able and talented children are those who achieve, or have the capacity to achieve, significantly above average for a pupil in their year group.

In defining what is meant by the term ‘more able and talented’, we have adopted the following definitions:

- those who show an exceptional ability. This might be in areas such as music, art or sport, or a less easily acknowledged talent such as leadership, creative imagination or social maturity.
- those pupils who possess a general academic learning ability which is significantly greater than those of their peers.
- It is recognised that some children may have dual exceptionality.
- ‘All rounders’ are children who are both more able and talented.

2. Rationale for More able and Talented provision

The DFE requires all schools to identify approximately 5-10% of its pupils as being more able or talented. At Pulford School we endorse this for the following reasons:

- Improved learning: A school focus on more able and talented pupils invariably leads to improved teaching and learning both in and outside the classroom through more challenging and engaging activities.
- Raised achievement: Overall standards rise because all pupils benefit from these improvements to teaching and learning.
‘A rising tide lifts all ships.’ (Joseph Renzulli, 1998)
- Equality: Every pupil has an entitlement to have his/her needs met by the school, no matter what his/her ability

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- Investment in the future: It is crucial to devise an effective identification policy that caters for both high achievers and potential high achievers.

‘Today’s more able and talented pupils are tomorrow’s social, intellectual, economic and cultural leaders.’ (Deborah Eyre 2005)

3. Aims of the More able and Talented Policy

At Pulford School, we have the following aims:

- a. To create a robust strategy that effectively identifies approximately 5-10% of pupils as more able and talented.
- b. To provide all learners with an education matched to their individual learning needs.
- c. To encourage in our school, an ethos that ensures that we focus on effective teaching and learning.
- d. To develop depth and breadth of opportunity which also recognises the social and emotional needs of more able and talented pupils.

4. Identification and assessment

Our identification of pupils as more able or talented is a judgement which applies only to the current context and level of performance of the pupil. This means that a child may be showing ability in a particular area at a particular time.

In the Update newsletter parents are invited to nominate their child to go on the register if they, or their child’s coach/music teacher, feel that they have a particular talent or area of ability. This is particularly important to identify talents that might not be seen in school life. Staff then consider each nomination and make a decision as to whether to include a child on the register or not.

Letters are sent to parents to inform them that their child is on the register each year in the Spring term. Support and advice leaflets are also offered at this time.

We identify 5-10% of our pupils as being the more able and talented children in the school, and log these on the More able and Talented Register. It may arise that a child is identified in the top 5-10% in our school but on transfer to a different school no longer falls into that band of ability and is therefore no longer on the school’s More able and Talented Register. However, differentiated classroom experiences are part of every-day teaching.

At Pulford School, we use the following methods of identification and assessments:

- observations of how children learn
- analysis of pupils’ work
- teacher assessments
- statutory assessments, optional test results and other summative assessments
- pupils’ rates of progress as indicated by pupil tracking information

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- information from other members of staff
- information from parents
- information from external agencies e.g. music service;
- discussions with the child
- NACE (National Association for Able Children in Education,) early years identification of able learners

5. Teaching and learning

We recognise that what happens in the classroom, in every lesson, on every day lies at the heart of the provision for More able and Talented pupils, and that this is **the direct responsibility of every class teacher**. Classrooms should be places where learners are inspired, encouraged and challenged to question, speculate and hypothesise.

To provide appropriately for our more able and talented children, our teachers will provide a curriculum that:

- is broad and available to all learners;
- includes opportunities for open-ended and problem-solving activities;
- stretches the most able children and allows them to show what they can do;
- provides breadth and range of learning experiences;
- develops a range of learning styles.

In our day to day teaching, we will:

- provide opportunities for problem-solving, hypothesising and developing thinking skills;
- use a range of teaching and learning strategies;
- have high expectations of all pupils;
- provide rigorous and constructive feedback to pupils on their work;
- use groupings flexibly;
- use appropriate resources to stretch and challenge able pupils;
- encourage pupils to take risks, to play with ideas and to regard all answers, whether right or wrong, as productive opportunities for learning;
- encourage children to become independent learners and take responsibility for their own learning.

6. Other provision

In addition to formal lessons, we provide other opportunities for pupils with particular talents and abilities:

- An opportunity to be part of the Pulford student voice newsletter

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- A range of extra-curricular activities that enable all learners to develop their particular talents, e.g. sport, art, chess club, craft club, science club, wildlife club, recorder club and opportunities to learn musical instruments. Classes make school visits or trips, with the Year 4 Blue Peris residential trip being particularly popular.
- Access to school resources e.g. library, ICT, art to allow learners to follow and develop particular interests.
- A range of visits and visitors to further enhance the curriculum and extend more able and talented pupils e.g. music groups, opera group, theatre group, artists, gymnasts, dancers and so on.
- Offer opportunities to take part in activities organised by outside agencies such as, Vandyke School's More able and Talented Day, cross-phase working with Cedars and Leighton Middle School, sporting and other organised events within Learning Community 2.
- Pupils have a provision map which is compiled by the class teacher in conjunction with the coordinator.

7. Roles and Responsibilities

Role of the Governors

The name of our governor for responsibility for More able and Talented is Mrs Rebecca Morley. She will liaise with Mrs Rees and report to governors as well as to monitor the implementation of the policy.

Role of the Head teacher

The head teacher will monitor teaching, learning and provision to ensure that:

- the curriculum meets the needs of individual learners, including those who are more able and talented;
- more able and talented children achieve in line with their potential;
- sufficient resources, support, training and status are provided to the more able and talented coordinator;
- there is a whole school commitment to, and support for, more able and talented learners;
- there is a school policy for more able and talented that provides a clear framework for subject policies or guidelines;
- that the register of more able and talented pupils is updated regularly.

Role of the Coordinator

The name of our co-ordinator with responsibility for the More able and Talented is Mrs Tessa Rees. She will:

- ensure that the policy is put into practice and is regularly reviewed;

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- keep up-to-date with current developments and advice on supporting more able and talented children;
- support subject leaders to meet the needs of more able and talented children;
- support individual teachers to identify more able and talented children in their class;
- liaise with other schools
- liaise with parents/carers and outside agencies to secure the best possible provision for each pupil.

Role of the class teacher

Every class teacher will:

- assist in the identification of more able and talented children within their class;
- ensure that the needs of more able and talented children are identified and met in the delivery of lessons.

Liaison with Parents

We believe it is essential to work closely with parents to support the development of all our children. In particular, we will:

- ask parents to identify their child’s special talents and abilities in the “Early Years record of progress”; via the Update letter; or during consultations with parents.
- notify staff of any special achievements out of school
- ask parents to nominate their children where appropriate
- liaise with parents about how they might support their children outside school
- signpost external providers

8. Monitoring and evaluation

The Head teacher and SENDCo are responsible for the monitoring and the implementation of the policy, in particular, that:

- The policy is reviewed regularly according to the rolling programme.
- The register is reviewed regularly
- The achievement of every pupil, including those who are more able and/or talented, is reviewed termly.

9. Resources

The More able and Talented guidance for lead teachers is available in the Deputy Head’s office

Policy endorsed by the Governing Body on

SignedChair of the Governing Body

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Equal opportunities

All young people will be treated equally, regardless of race, creed or gender.

The policy will be applied regardless of culture, faith or belief.

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