



Pulford V. A. Lower School

May 2021

Policy for More Able and Talented Education

Introduction

We believe that there may be ‘more able and talented children’ (such as very high attainers and very high achievers) in all our classes. It is our responsibility as teachers, to promote the personal development of all pupils and to provide opportunities to nurture, develop and stretch pupils’ talents and interests 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 for whom we set challenging and ambitious targets.

In England, there is no national definition of “more able” or “gifted” students or national support programme since the Young Gifted and Talented Programme closed in 2010. The DfE says Pupil Premium funds allow schools to provide support to highly able students, including those from disadvantaged backgrounds.

The DfE requires all schools to report to the governing Board on the numbers of pupils working at ‘above expected’ in English and Maths.

Aims of the More able and Talented Policy

At Pulford School, we have the following aims:

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

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.

“a church school for the whole community”



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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.

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 school council or Pulford Paper.
- A range of extra-curricular activities that enable all learners to develop their particular talents, e.g. sport, art, chess club, maypole, drama, recorder club etc. Classes make school visits or trips (Global pandemics allowing) 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 when possible to further enhance the curriculum.

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. The Curriculum and Standards committee monitor the data for all pupils including those achieving above expectation.

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;

“love to learn, learn to care”



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- 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;

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;
- 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;
- liaise with other schools

Role of the class teacher

Every class teacher will:

- 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 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

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 achievement of every pupil, including those who are more able and/or talented, is reviewed termly.

Policy endorsed by the Governing Body on

SignedChair of the Governing Body

This policy will next be reviewed in 2023.

Equal opportunities

All young people will be treated equally, regardless of disability, race, creed or gender. The policy will be applied regardless of culture, faith or belief.