

**TANKERSLEY ST PETER'S CE  
(A) PRIMARY SCHOOL**

**MORE ABLE AND TALENTED  
POLICY  
2017-2018**



*'A love of learning developed in a Christian environment.'*

# TANKERSLEY ST PETER'S CE (A) PRIMARY SCHOOL

## More Able and Talented Policy

### Rationale

At Tankersley St Peter's CE (A) Primary School we aim to enable all our pupils to develop their skills and abilities, both intellectually and socially. We therefore seek to provide teaching which makes learning a challenging and rewarding experience for all.

We support an equal opportunities policy, which recognises that all children are entitled to an education, which enables them to maximise their potential.

We recognise that the More Able and Talented pupils will need additional support and challenge/variation.

### Aims

- To identify the More Able and Talented pupils in our school
- To maximise motivation and attainment of this group
- To provide appropriate challenge and variation across the curriculum
- To provide relevant enrichment and extension opportunities for the More Able and Talented pupils
- To widen pupils' experiences
- To set appropriate targets for individual pupil achievement
- To promote a culture where achievement is recognised and respected and pupils will feel secure in demonstrating their abilities
- To monitor and evaluate progress on a regular basis
- To ensure effective transfer of information between Class Teachers
- To ensure effective transfer of information between the Year 6 teacher and the receiving Secondary Schools

### Definitions

The DfS defines "More Able" as having ability that is significantly ahead of their year group (or with the potential to develop those abilities):

- "more able" learners are those who have abilities in one or more academic subjects, like maths and English
- "talented" learners are those who have practical skills in areas like sport, music, design or creative and performing arts

Skills like leadership, decision-making and organisation are also taken into account when identifying and providing for More Able and talented children.

### **Identification**

Teachers will gather information from a variety of sources to help identify our More Able and Talented pupils. These will include:

- National Curriculum tests/data analysis
- Tracking pupils from their prior starting point- EYFS baseline and KS1 SATS
- Summative and formative assessments
- Classroom Observation
- Studying pupil's work
- Discussions with pupils
- Information gathered from parents/guardians/peers and colleagues
- Staff meeting discussions

### **Provision**

Our strategies for meeting the needs of all children including More Able and Talented pupils include:

- Greater depth work in class
- Rigorous planning and challenge/variance
- Teachers have high expectations
- Encouraging independent learning
- Higher order thinking

- More Able and Talented after school clubs
- Attend More Able and Talented workshops within the pyramid

### **Enrichment projects**

Enrichment activities such as music, drama, creative writing, art and various sports will take place at various times of the year. These activities will be open to all, but those identified as More Able and Talented in related areas will be strongly encouraged to participate.

The school has developed close links with the More Able and Talented Leader in the local secondary school; therefore, More Able and Talented pupils at our school have opportunities to attend enrichment days including English, Science and Mathematics.

### **Monitoring, Assessment and Review**

The progress and attainment of pupils identified as More Able and Talented will be tracked on the More Able and Talented tracker as they progress through school.

The tracker will be reviewed *TERMLY* by SLT, teaching staff, pupils, parents and Governors. The staff responsible for monitoring More Able and Talented are Mrs Proctor-Blain, Mrs Chadburn and Miss Johnston. Miss Johnston will lead on tracking and analysing the pupils identified.

Review - September 2018