



# PENLLERGAER PRIMARY SCHOOL

"Our School is for Everyone"

## Policy for More Able and Talented Children

The United Nations Convention on the Rights of the Child (CRC) is at the heart of our school's planning, policies, practice and ethos. As a rights-respecting school we not only teach about children's rights but also model rights and respect in all relationships - Linked to Articles 3, 29 (CRC)

### **Introduction**

In Penllergaer primary School we aim to provide a curriculum that is appropriate to the needs and abilities of all our children. We plan our teaching and learning in such a way that we enable each child to reach for the highest level of personal achievement. This policy helps to ensure that we recognise and support the needs of those children in our school who have been identified as 'more able' and 'talented'.

In Wales the term 'able' refers to a child who has a broad range of achievement at a very high level. Those children who are more able often have very well-developed learning skills.

The term 'talented' refers to a child who excels in one or more specific fields, such as sport or music, but who does not perform at a high level across all areas of learning.

We respect the right of all children in our school, irrespective of differences in ability, to access a number of areas of learning, and to develop the knowledge, skills, understanding and attitudes that are necessary for their self-fulfillment and eventual development into active and responsible adults.

'More able and talented' encompasses approximately 20% of the total school population, and is used to describe pupils who require enriched and extended opportunities across the curriculum in order to develop their abilities in one or more areas.

The aims of our school include valuing the success of all our children and make reference to using a variety of methods of teaching and learning to provide equal opportunities for all.

They also identify the commitment to giving all our children every opportunity to achieve the highest of standards. This policy guides the way in which this happens for our more able and talented children.

### **Aims and objectives**

#### **Through this policy we aim to:**

- ensure that we recognise and support the needs of our children;
- enable children to develop to their full potential;
- offer children opportunities to generate their own learning;
- ensure that we challenge and extend the children through the work that we set them;
- encourage children to think and work independently.

### **Identification of able and talented children**

We use a range of strategies, which include professional judgements, classwork and test results to identify able and talented children. The identification process is ongoing and begins when the child joins our school. The child's school records give details of their achievements and interests in particular areas and are informed by external agencies.

Discussions with parents and carers enable us to add further details to these records. Children undergo baseline assessment within the first term of joining our reception class.

This gives information about their developing skills and aptitudes across several areas of learning. We discuss each child's baseline assessment information with the parent in Parents Evening and use this information when planning for individual needs and Target Setting.

As the children progress through the school, we assess them regularly to ensure that they are making the sort of progress that we are expecting of them in their personal targets. We identify them as more able and talented children when they achieve high levels of attainment across the curriculum, or in particular skills or aspects of subjects.

The children in Year 2 to Year 6 experience assessment activities in English, Mathematics and Science throughout the year to ascertain NC Levels, and National Reading and Numeracy Test standardized scores maths and language for years 2-6 in the Summer term. Teachers also carry

out on going observations of each child's progress in all subjects of the National Curriculum and Foundation phase.

Each teacher records the children's progress in Assessment/Observation Files and on Tracking sheets and reviews the progress of individuals to target appropriately. Teachers discuss with the child their achievements and targets and any extension activities or strategies to be implemented. The children's progress is discussed with parents at consultation evenings and a report prepared annually on each child's progress in July.

### **Aptitudes in English and mathematics**

#### **Able and talented children in English are identified when they:**

- demonstrate high levels of fluency and originality in their conversation;
- use research skills effectively to synthesize information;
- enjoy reading and respond to a range of texts at an advanced level;
- use a wide vocabulary and enjoy working with words;
- see issues from a range of perspectives;
- possess a creative and productive mind and use advanced skills when engaged in discussion.

#### **Able and talented children in mathematics are identified when they:**

- explore a range of strategies for solving a problem;
- are naturally curious when working with numbers and investigating problems;
- see solutions quickly without needing to try a range of options;
- look beyond the question in order to hypothesize and explain;
- work flexibly and establish their own strategies;
- enjoy manipulating numbers in a variety of ways.

#### **School checklist for identifying very able and gifted children:**

- Learns easily
- Original, imaginative, creative
- Persistent, resourceful, self-directed
- Inquisitive, skeptical
- Informed in unusual areas often beyond their years
- Artistic
- Outstanding vocabulary, verbally fluent
- Musical
- Independent worker, shows or takes the initiative
- Good judgement, logical
- Versatile, many interests
- Shows unusual insights
- Shows high level of sensitivity, empathy
- Has excellent sense of humour
- Exhibits unusually extroverted or introverted behaviour within a group
- Unusually high motivation and self-expression
- Speed and agility of thought and preference for verbal rather than written expression
- Shows leadership qualities
- Socially adept
- Physical
- Behavioural indicators

It is not necessary for all indicators to be present

### **Teaching and learning style**

Teachers in our school plan carefully to meet the learning needs of all our children. Pupils are aware of their individual targets and we give all children the opportunity to show what they know, understand and can do, and we achieve this through planning a variety of strategies and challenges to develop children's learning. Differentiated work is planned for to ensure all children have extension activities and the scheme used for mathematics has built in activities to stretch children to their full potential

### **Classroom strategies**

- Helping children to establish what they already know, and what they can learn
- Building on what is known and avoiding unnecessary repetition
- Setting open-ended tasks
- Asking open-ended questions
- Encouraging discussion before recording and writing
- Encouraging imaginative and creative work
- Developing independent learning skills, particularly research, questioning and thinking skills
- Providing opportunities for independent learning and individualised learning approaches
- Providing enrichment activities and extension tasks when the previous task is finished or when the pupil has already learned what is being taught
- Allowing time for some pupils to tackle extended tasks or individual interests
- Using in-class support to provide additional learning opportunities for very able and gifted pupils
- Varying grouping arrangements: working in ability groups, co-operative and mixed ability group work, cross-age paired reading and other tutorial support, working with older pupils
- Requiring children to explain how they have learned something
- Providing enrichment activities beyond the National Curriculum programmes of study
- Valuing and rewarding quality not quantity
- Providing opportunities to experience a range of educational visits that further enrich and develop learning.
- Providing homework activities linked to the work being undertaken in class

The school also offers a range of extra - curricular activities for our children. These activities offer more able and talented children the opportunity to further extend their learning in a range of activities. Opportunities include a range of sporting and musical clubs as well as Urdd, Gardening, Chess, Cookery and Eco clubs.

Children meet a variety of organisational strategies as they move through the school. Each strategy supports all children in their learning, but gives due regard to the more able and talented learner.

### **Coordination of school provision**

The progress of children, including those who are more able and talented, is the prime responsibility of the class teacher. Where there are any concerns about the progress of a child, or about the provision that should be made, the class teacher shares these concerns with the ALNCo who informs the Head teacher.

The ALNCo and subject coordinators offer advice and support to class teachers involved in setting appropriate challenges for more able and talented pupils. Where necessary they will exemplify ways in which more able and talented children can be provided with more engaging and challenging tasks.

The Head teacher will monitor and coordinate the overall provision made for able and talented children, and will report regularly to the school governing body on issues raised.

The governing body will be responsible for the maintenance and review of the policy.

If a parent has a concern about any aspect of provision for more able and talented children he or she should first raise the issue with their child's class teacher. If the parent feels that her/his concern has not been addressed appropriately he or she should make an appointment with the ALNCo or Head teacher to discuss the issue further.

### **Monitoring and review of the policy**

This policy will be monitored throughout the year by theALNCo, through discussions with staff, pupils and parents.

The policy will be reviewed annually by the ALNCo, Headteacher and the named member of the governing body responsible for Additional Learning Needs and will be updated in response to any guidance provided by the LA and Welsh Assembly Government. The Register and map of provision will be reviewed each term by class teachers with the ALNCo. Parents of the child will be kept up to date through parent meetings.