



More Able & Talented Policy

2023-24

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More Able and Talented

Statement of Intent

At Broughton Jewish Primary School, we aim to provide a curriculum that is appropriate to the individual needs and abilities of all our children. We plan our teaching and learning in such a way that we enable each child to reach the highest level of personal achievement. This policy helps to ensure that we recognise and support the needs of those children who have been identified as More Able and Talented according to national guidelines both academically and pastorally.

Definition

For the purpose of clarity within this policy, we had adopted the following terms:

'Academically More-Able' refers to a child who has a broad range of achievement at a level well above average, typically in the more academic subjects such as Mathematics and English.

However, for a small number of pupils who demonstrate outstanding ability, we use the term **'Exceptionally Able'**. Exceptionally able pupils are those who have the capacity to achieve or perform at the very highest levels in an academic area or non-academic area, including: visual and performing arts and sports; leadership ability; creative and productive thinking.

NB: Currently Ofsted uses the term 'More Able' in primary schools and 'Most Able' in secondary schools. The DfE refers to higher attainers as well as most-able.

In comparison with their peers, when engaged in their area of expertise, more-able pupils will tend to:

- show a passion for particular subjects and seek to pursue them
- master the rules of a domain easily and transfer their insights to new problems
- analyse their own behaviour and hence use a greater range of learning strategies than others (self regulation)
- make connections between past and present learning
- work at a level beyond that expected for their years
- show intellectual maturity and enjoy engaging in depth with subject material
- actively and enthusiastically engage in debate and discussion on a particular subject
- produce original and creative responses to common problems

Talented refers to a child who excels in one or more specific fields, typically those that call for performance skills, such as sport, art and music, but who does not necessarily perform at a high level across all areas of learning.

The number of more-able learners in a class or school will vary. NACE, for example, does not specify an actual percentage but recommends that every school has a robust method of

identifying its more-able cohort. However, 'Excellence in Cities' has an approximate figure of between 5 and 10% of the children who should be targeted. We recognise that this will vary from year group to year group and year to year as abilities and aptitudes fluctuate.

However, this school recognises there are different forms of intelligence and will consider not only 'how bright is this child?' but also 'How is this child bright?' reflecting on the following:

1. Intellectual (English, Mathematics and Science)
2. Artistic and Creative (Art and Design, Music and Drama)
3. Practical (DT, mechanical ingenuity)
4. Physical (PE, sport and dance)
5. Social (personal and interpersonal, leadership qualities, working with adults)

At Broughton Jewish we aim to:

- Identify pupils achieving at a level significantly beyond their peers and promote the fact that More Able and Talented students have particular educational needs, which must be met to realise their potential
- Provide challenging and differentiated provision alongside adequate resources with which identified children can work at their own level and pace
- To give opportunities, in all curricular areas, to develop talents, reasoning skills and creativity
- To ensure that more-able pupils are motivated to achieve to the best of their ability and set standards of excellence as an example for others to follow
- Provide appropriate staff training and other resources for teachers
- Monitor and report on pupils' progress and achievements

Assessment

To ensure a consistent and accurate identification process, a variety of methods will be employed which can give reasonable information collectively. Broughton Jewish Primary School will use information about students from a variety of sources:

- Teacher recommendation
- Identification by staff using professional judgements, class work, test results, standardised scores etc
- Identification by a previous teacher, a previous school, external agencies or organisations
- Information from parents and pupils

Pupils who have been identified as being More Able/Talented/Exceptionally Able, are made known to the MA&T Co-ordinator, Mrs Pritchard, who will add them to the register before informing the Head Teacher and all staff. Parent(s) and pupils will be invited to meet with the MA&T Co-ordinator and their Teachers for the purpose of setting individual targets.

The monitoring of More Able and Talented pupils will be incorporated into our on-going monitoring and assessment process, this is done by identifying more able children through assessments and targeting key marginal pupils who could potentially achieve greater depth in a given subject. The effectiveness of this policy and provision will be reviewed regularly against the aims set out above and where necessary against the NACE Challenge Award Framework.

Our strategies for identification, support and development of More Able and Talented pupils are flexible and the register is reviewed and updated throughout the academic year.

Provision

The central aim of Broughton Jewish Primary School is to provide all of our pupils with positive educational experiences and opportunities which enable them to discover and fulfil their own potential. Differentiation by outcome, task, pace and resources will be built into our curriculum planning. There will also be a commitment to developing extension and enrichment materials which allow individual responses, encourage creativity and imagination, satisfy developmental stage rather than chronological and stress process rather than content. Additional provision may be made through involvement in extracurricular activities, opportunities to develop leadership and communication skills and homework.

We aim to:

- Create an ethos where high attainment is celebrated and pupils feel good about achieving excellence
- Encourage all pupils to become independent learners
- Provide a wide range of resources to accommodate the needs of able pupils
- Offer opportunities for the able pupils to work independently or with older pupils of the same ability
- Involve pupils in decision-making, for example as members of the school council
- Encourage pupils to carry out extra research work
- Encourage pupils to participate in out of the classroom activities
- Promote an atmosphere of inclusiveness where any negative generalisations about more-able and talented pupils are challenged
- Ensure that provision of more-able and talented pupils is embedded in all aspects of school life
- Support the effective transition of more-able and talented pupils to the next stage of education
- Encourage parents and carers to be aware of their role in supporting and encouraging their child's learning by recognising their child's interests and abilities, providing resources and opportunities at home and setting realistic targets.

- Promote celebration of achievements by asking parents to inform the school if their child has an out-of-school award etc.

All pupils will complete pupil profiles and feedback forms which will be used to elicit their views about the level of challenge they experience. The findings will be forwarded back to staff and will contribute to the evaluation of the whole school provision. These feedback forms will be used to inform the transition meetings for the next academic year.

Teaching and Learning Styles

All adults in the school have a responsibility for more-able pupils. Within the curriculum, much of the provision for the more-able pupils will be in the context of their day to day classroom experience.

Teachers at Broughton Jewish Primary School plan carefully to meet the needs of all our children. We give the children the opportunity to show what they know, understand and can do. We achieve this in a variety of ways.

- Be pupil centred, valuing pupils' own interests and learning styles.
- Encourage independence and autonomy, and support pupils using their initiative.
- Encourage pupils to be open to ideas and initiatives presented by others.
- Encourage the use of a variety of resources, ideas, methods and tasks.
- Involve pupils working in a range of settings and combinations, as individuals, in pairs, in groups and as a class.
- Encourage pupils to reflect on the process of their own learning and to understand the factors that help them to make progress.

Strategies include:

- Individual pupil target setting in numeracy, reading and writing.
- Enrichment and extension activities which add breadth and depth to the curriculum.
- Providing problem solving and investigational activities to develop reasoning, questioning and thinking skills.
- Identifying appropriate objectives and having explicit more-able and talented activities identified in planning across the whole curriculum.
- Establishing what the children have done previously in order to prevent repetition.
- Providing challenges through high-quality tasks for enrichment and extension.
- Differentiating appropriately and planning work so that there is extension material for the able children.
- Setting differentiated homework.
- Encouraging all children to become independent learners by:
 - organising their own work
 - carrying out unaided tasks which stretch their capabilities
 - making choices about their work
 - developing the ability to evaluate their own work and so become self-critical

- Analysing attainment data, including performance criteria in PE and the creative arts in order to identify those pupils who have the potential to reach high levels of performance.
- Ensuring pupils' achievements match their potential ability, taking into account the school's performance data as well as information from its own pupil tracking.
- Ensuring that provision for more-able pupils is child-centred, and values and utilises pupils' own interests and learning styles.
- Promoting and celebrating creativity and original thinking within the classroom.

On occasion, more-able pupils may act as a pupil expert to demonstrate and share their expertise with peers.

Professional Standards

All staff are accountable in ensuring that more-able and/or talented pupils are identified, monitored, tracked and supported. More Able and Talented pupils' progress is monitored through staff appraisal objectives, data analysis and teaching standards.

Transitions

On transition to another class in school or to another school, we will ensure that information in identification, assessment and individual attainment and achievement will be recorded and shared. This will ensure continuity and progression in curriculum provision.

Partnerships with pupils and parents and carers

Parents/carers will be informed about the strengths and progress of their children as part of the school's reporting systems. Parents/carers are also welcome to come into school at any time to discuss the development of their child's aptitude. However, in order to engage parents in the identification and support of More Able pupils, we ensure that information regarding any specific talents are clearly communicated at parents' evenings. Parents/carers should support the school by encouraging pupils to take responsibility for their learning.

Monitoring, Assessment and Evaluation

Provision for more-able and talented pupils will be a regular part of the school's monitoring of teaching and learning. Class teachers will be responsible for:

- Planning lessons that will motivate, challenge and extend the more-able pupils in their class.
- Reviewing pupil progress three times a year and reporting to parents at parent evening meetings and in the annual report.
- Updating their class provision map for more-able and talented pupils three times a year.
- Discussing with parents their child's identification as more-able and talented.
- Communicating to parents external opportunities for extension activities relevant to their child.

The leader for more-able and talented provision within the school will review the progress of pupils identified on the class provision map three times a year. They will also:

- Ensure all teachers are updating their class provision map for the more-able and talented children three times a year.
- Monitor the progress of more-able and talented children on a termly basis.
- Liaise with teachers/senior management to develop and agree effective methods of collecting and monitoring data pertaining to the more-able and talented pupils.
- Share good ideas and practice with staff and senior management.
- Meet with more-able and talented pupils in order to monitor the effective implementation of this policy.
- Have a knowledge of the quality of provision for more-able pupils across the school.
- Monitor expectations, teaching standards and attainment across the school; providing feedback to develop practice further in order to raise standards.
- Liaise with parents when necessary to promote extracurricular extension or enrichment activities.
- Develop links with other primary schools with a view to setting sharing of resources, CPD and good practice.

The effectiveness of the policy will be monitored via:

- Work sampling
- Lesson observations across the curriculum to ensure the correct provision for the most-able pupils in our school
- Scrutiny of planning
- Analysis of progress and attainment on a termly basis
- Pupil interviews

This policy is reviewed regularly and updated as necessary, to take account of changes to the requirements placed on the school to provide for More Able and Talented pupils by the curriculum committee of the Governing Body. The MA&T co-ordinator will monitor the effectiveness of the implementation of this policy and report the findings to the Governing Body on a termly basis.

Equal Opportunities

Our school aims to provide equal and inclusive opportunities for all children. Children with special needs have equal access to resources and materials. Activities are differentiated to ensure the needs of pupils are effectively met. Work produced by all pupils is valued and celebrated through displays, assemblies and class activities. Children who show particular aptitude are identified, encouraged and given a wide range of opportunities to flourish even further. All pupils are encouraged to perform to the best of their ability and high standards are expected.