More Able and Talented Policy

Hampton Lakes Primary School

Policy last reviewed:	July 2024
Next review due:	July 2027
Member of staff responsible:	Miss Zoe Trigg
Ratified by:	LGB

1. AIMS AND PRINCIPLES

1.1. This school provides an environment in which all young people are encouraged and supported to achieve their potential. We recognise that pupils have different abilities, talents and learning needs, and we plan and organise the formal and informal curriculum to meet these and to raise standards for everyone. This policy focuses on the particular needs of our More Able and Talented pupils.

1.2. The policy includes:

- Definition and Curriculum
- Identification
- Strategies
- Monitoring

2. DEFINITION AND CURRICULUM

2.2. Definition: The term 'More Able and Talented' encompasses approximately 20% of the 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 top 2% may be considered to be exceptionally able. Ability and talent may be shown in many different ways including academic, practical, creative, social, musical and in sport. By improving the quality of learning and opportunities for more able and talented pupils, we develop pedagogy and practice which will, through dissemination and sharing of good practice, raise standards of achievement for all pupils.

2.3. A whole school approach: We have a supportive ethos which promotes high self-esteem and which aims to meet the needs of all pupils regardless of emotional, social, linguistic, cultural, physical or intellectual differences. Meeting the needs of any group of young people benefits all our pupils, through promotion of a positive ethos.

2.4. The formal curriculum: Teachers in this school have developed Schemes of Work in each area of the curriculum. Lesson planning takes place to ensure every pupil is challenged through differentiated activities and learning outcomes. Work in ability-linked groups is used when appropriate. Extension and enrichment work is provided to extend the more able and pupils are carefully monitored and assessed to ensure progress is being made. Our pupils are encouraged to explore different learning styles and intelligences, to develop skills-based learning and independent learning skills.

2.5. The informal curriculum: This school promotes and encourages a range of opportunities and activities which support and extend learning and the development of talents and abilities. These include developing personal skills and social responsibility through School Council and peer mentoring schemes. Out of school hours, activities such as musical theatre, numbots and netball clubs take place on a regular basis. We plan for pupils with an interest or talent in music have a widening range of groups to join and a range of sporting activities are encouraged to develop these talents, and we will encourage pupils to represent the school at local and national events.

3. IDENTIFYING MORE ABLE AND TALENTED PUPILS

3.1. A wide range of qualities, characteristics and processes contribute to high potential and achievement. Identification necessarily involves a range of strategies and a dynamic process which is continuous and flexible.

3.2. At Hampton Lakes Primary School identification strategies include:

- Teacher assessment: teachers use information from a range of sources including observation, formal and informal testing/assessment, feedback from other teachers, dialogue with pupils and parents.
- Self and peer identification: pupils are encouraged to identify their interests, capacities and learning needs and to celebrate their strengths and abilities. The celebration of achievement forms a regular part of our school life. We endeavour to involve pupils in the process of self-evaluation and provide opportunities for them to express their views about their achievements and experiences and how well these meet their learning needs.

3.3. High ability may be masked by disaffected behaviour or by limited experiences. Some more able and talented young people may choose to underachieve and this poses problems in identifying what they are capable of achieving. Abilities may be hidden by poor performance in basic skills for example where an ability to think creatively is not matched by an ability to express those thoughts through language or writing.

4.STRATEGIES TO ENHANCE OPPORTUNITIES FOR ALL PUPILS WHICH BENEFIT MORE ABLE AND TALENTED PUPILS

4.1. These will vary depending on individual, class and curricular needs, but may include the following:

- Classroom organisation and grouping/target grouping
- Setting where/if appropriate
- Opportunities to focus on particular activities to develop knowledge and skills
- Independent and resource-based learning opportunities
- Playing and Exploring
- Extension and enrichment learning activities
- Appropriate resourcing including reference materials and ICT
- Encouraging thinking skills, higher order learning skills, skills-based learning, creativity, different learning styles, multiple and emotional intelligence
- Working with/activities with older pupils where appropriate or feasible
- Supporting peers/younger pupils in particular areas of work/activity
- Sustained Shared Thinking
- Opportunities beyond the classroom, out of school hours learning opportunities
- Partnership working with other schools, colleges and local businesses, engaging in co-operative activities with other organisations, providing social networking opportunities for pupils
- Mentoring and pastoral support
- Monitoring, assessment and providing feedback; regular reviews to ensure appropriate support is provided

5. MONITORING AND REVIEW

5.1. This school recognises that provision needs to be dynamic and flexible to meet changing needs. This policy will be reviewed and updated every three years.

APPROVED BY GOVERNORS:

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Signature	Name	Date