

Witton-le-Wear Primary School.

Most Able and Talented Policy.

Rationale and Philosophy

In our school we recognise that all pupils are individuals with their own strengths and weaknesses, gifts and talents. Within this range of individuality there are pupils who are more able intellectually than others, and pupils who are particularly talented in certain specific areas of ability.

Just as we need a policy for provision for pupils with special education needs, so we need a policy for provision for pupils at the upper end of the ability range who have their own special needs.

We believe that every child has the right to be included in a broad, balanced, interesting and relevant curriculum, and that each pupil is entitled to have the opportunity to be involved in appropriate education which challenges, motivates and rewards them so that they can each fulfil their individual potential.

Definition of a gifted and talented pupil

Each child is unique and to attempt a single definition is to generalise too widely. The term "gifted and talented" refers to approximately 10-15% of the cohort in any of the following areas:

- *General intellectual ability*
- *Specific aptitude in one or more than one subject*
- *Creative or performing arts*
- *Leadership qualities*
- *Advanced social skills*

Identification

We identify these pupils so that we can provide effectively for them, and so that teachers can plan appropriate work and stimuli for them.

There is no single measurement with which to identify these pupils. In this school we use a combination of the following sources of information:

- Teacher observation and assessment
- Checklists of characteristics
- Testing, such as SATs
- Background knowledge from parents and past teachers
- Participation in internal and external clubs.

Aims:

We aim to provide for these pupils:

- Entitlement to appropriate education for each individual
- The opportunity to work at higher cognitive levels
- The opportunity to develop specific skills or talents
- The opportunity to experience a broader, richer curriculum
- Support and care for the whole child both socially and intellectually

Monitoring

Once identified, the pupils are entered in our register of gifted and talented pupils, which notes their particular abilities. This information is regularly reviewed and support strategies are planned for and put in place.

Performance data is tracked and maintained for our More Able and Talented children.

Co-ordination.

We have appointed a member of staff responsible for coordinating the work with gifted and talented pupils. Their role is to:

- Set up and maintain the register
- Monitor progress of those on the register
- Liaise with class teachers to support provision for gifted and talented pupils
- Research resources suitable for these pupils, and generally support staff in providing for gifted and talented pupils
- Develop a resource base if appropriate, as funds allow
- Keep themselves up to date in this field.

At the present time the MAT co-ordinator is the Head teacher, Mr.M. Stephenson. This role dovetails with the overall monitoring of teaching and learning, and the tracking of pupil progress which the Head teacher oversees throughout the school.

Provision

The provision and support offered depends on the individual learning needs of the pupil. The following strategies will be applied as appropriate;

- Acceleration
- Setting by ability, so that gifted and talented pupils can from time to time, work together with others of similar ability; this will include working with older pupils where suitable - possible in other classes
- Working with pupils of the same chronological age when not set, so that they are part of a peer group
- Withdrawal for individual support when necessary
- Special provision for exceptionally able pupils for specific teaching and mentoring
- 'Signposting' the children and their parents to external providers for clubs / organisations who may help the children to further develop specific skills and talents in differing areas such as drama, languages, PE, etc.
- Teachers provide enrichment and extension opportunities for these pupils as part of their planned differentiation for the needs of

- individuals and groups. This applies also to homework tasks. More able and talented pupils are challenged within subject areas.
- The school offers a variety of clubs providing opportunities and experiences not available in the classroom. We also have effective partnerships with other local primary schools and secondary schools / academies. Through these partnerships the children are able to have access to clubs and providers who may be able to offer support and development for particular areas of talent.
 - Authorised absences are agreed when children are out of school to take part in activities for which they are classified as being More Able and Talented.

Support for MAT children could be offered in the following ways, depending upon individual need:

- After school clubs.
- Booster classes.
- Creative problem solving sessions
- Support sessions for parents
- Cross phase / year group links
- Cultural topics / themes used.
- In partnership with other schools and external agencies.
- Inter-school games and activities.
- 'Sign posting' of local community groups/clubs to children and parents who could offer support within areas of specific strength, e.g. PE, drama, languages, music, etc.

Equality and Diversity.

We strongly believe that all of our children, regardless of gender, social factors, religion, race or disability deserve educational opportunities which take account of their individual needs, interests and abilities in order for them to make as much progress as they can. This may be of an academic or social nature. Such opportunities are offered in a setting where all adults and children can work and learn in a safe, supportive and fun environment where individual talents are nurtured and valued.

Partnerships with parents.

Our links with parents are very strong and we see this partnership as crucial in terms of developing the skills and talents of children. Liaison between parents and teachers to discuss the nature and quality of provision is positively encouraged in a wide variety of ways such as:

- Informal discussions as and when required on a day to day basis.
- Parents evenings.
- Home / school links using the Durham Learning Gateway ICT based learning platform.
- Family Learning courses which enable parents to work alongside and support their children in various curriculum areas.

Monitoring.

- Provision is monitored as part of the whole school monitoring process and the policy will be reviewed as part of our structured review cycle. Much informal monitoring also takes place on a week by week and termly basis.
- Classroom teachers and support staff provide the co-ordinator with information as and when required.
- The co-ordinator collates information about the progress of pupils and the quality of provision and evaluates this alongside various other data and attainment information.

Evaluation.

Provision will be evaluated in relation to:

- The quality of learning opportunities provided.
- The measurable outcomes as identified in the procedures for monitoring.
- Evaluation within the context of the SDP.

The Role of the Governing Body.

The role of the *Governing* body is to monitor the implementation of the policy through updates as part of the Head teacher's termly reports and other additional meetings as and where appropriate.

M. Stephenson.

Spring 2019.

