

Dinas Powys Primary School

More Able and Talented Policy – Amanda Griffiths

Mission Statement

At Dinas Powys Primary School we aim to provide an inspiring, nurturing environment where everyone achieves success and reaches their potential. We celebrate success and ensure that everyone takes an active role in improving themselves and the school.

Introduction

At Dinas Powys Primary School it is our aim that there is a consistent whole school approach to teaching and learning. We aim to provide an appropriately challenging and stimulating curriculum that is appropriate to the needs and abilities of all our children.

We recognise that each child is unique, displaying a range of intelligences and abilities. Individual pupils are encouraged to develop their attributes, skills and potential within a learning environment that embraces equality of opportunity and provision. Our broad, balanced curriculum provides all our children with an equal opportunity, to grow in knowledge and understanding, and in the acquisition of skills, attitudes and values, to reach their full potential.

We provide a nurturing learning environment that fulfils the pupils' emotional, physical and social needs so that our children develop as healthy and confident individuals. We aim to provide a range of learning experiences that develops ambitious capable individuals who have a desire to be lifelong learners.

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

As a Silver Award Rights Respecting School, we know that "Every child has a right to an education", therefore we plan our teaching and learning in such a way that we enable each child to develop their full potential academically, socially, and spiritually.

At Dinas Powys Primary School we are fully aware that pupils' abilities and talents will emerge within a wide range of fields. We recognise that it is important to develop the whole child, and as such our school seeks to promote a culture of ambition and aspiration, where all successes are appreciated and celebrated.

The purpose of this policy is to ensure that we recognise and support the needs of those children in our school who have been identified as "more able", "exceptionally able" and/or "talented" so that these pupils may excel within their time at Dinas Powys Primary School.

Objectives

Through this policy we strive to:

- Make early identification of all our More Able and Talented pupils, and our exceptionally able and talented pupils.
- Recognise and meet the whole pupil's needs.
- Enable all children to develop their full potential, by nurturing pupils' specific skills and talents.

- Ensure that we challenge and extend children through the opportunities and activities we provide as a school.
- Offer pupils the opportunity to generate and direct the steps of their learning.
- Encourage pupils to think and work independently and have the confidence to take risks.
- Link with other agencies that may help the development of our More Able and Talented pupils.
- Use appropriate assessment of children's abilities and needs.
- Celebrate the continued development of all learners.

Definitions

More Able and Talented Pupils

In Wales, the term **More Able** and **Talented** is used to describe pupils who require opportunities for enrichment and extension that go beyond those provided for the general cohort of learners. In general terms, approximately 20% of the school population may be More Able.

The term More Able often refers to the exceptionally high academic ability, whereas Talented often refers to specific aptitude in music, sports, arts, etc.

Pupils may be more/exceptionally able and/or talented in diverse fields – academic, creative, sporting, social or leadership.

The terminology our school uses to define our high achieving pupils is More Able, Exceptionally Able and Talented.

More Able pupils are those identified as being above the core of the class in any curriculum area. These are the 20% or 6 pupils in every class of 30 (approximate as each cohort will differ). More Able pupils may well be good in one or more area of the curriculum.

Exceptionally Able pupils are those working at the top end of the group identified as More Able, and would sometimes require additional or different provision. These pupils can be described as the top 2% (although not necessarily present in every class or cohort).

Talented pupils demonstrate an innate talent or skill. These pupils have a natural aptitude to excel in creative or sporting fields or demonstrate excellent leadership or social skills.

Creative More Able - These children may be good artists, musicians, designers etc.

Physical More Able - These are children who are talented physically. These children are talented gymnasts, swimmers, rugby players, dancers, etc – often belonging to a club or playing for a county team.

Interpersonal More Able - These are children who display exceptional skills and attributes in their interpersonal skills. They may be good leaders, organisers, problem solvers, etc.

At Dinas Powys Primary School we always strive to identify our Able and Talented pupils, who have the potential to excel across the curriculum and within a range of fields. In addition, we always strive

to identify those pupils who have the potential to achieve, but do not regularly demonstrate high achievement. We endeavour to identify and address barriers to achievement, and to support individual pupils to overcome these barriers.

It is important to note that some children may well have dual exceptionality, and may well appear on more than one school list. For example, a pupil could be included on the ALN register and still be described as More Able, Exceptionally Able or Talented. At Dinas Powys Primary School we recognise this dual exceptionality and aim to provide for the needs of individual learners accordingly.

Identification of More Able and Talented Pupils

At Dinas Powys Primary School, we use a range of strategies and data to identify more able/exceptionally able and talented children. The identification process is ongoing and begins as soon as the child joins our school.

The school ensures that the identification process is rigorous, transparent and fair. Where attainment is not high but there are indicators of potential high ability, the school strives to identify that potential and nurture it accordingly.

Our aim is to build a comprehensive picture of each child's ability.

More Able and Talented children are identified through:

- Teacher observations - Nursery to Y6.
- Discussions with colleagues including:
Pupil Progress meetings (mid-year) – Headteacher/Deputy Headteacher/Class Teacher -
Nursery to Y6,
Teacher handover sessions at the end of the academic year – Nursery to Y6.
- Use of One Page Profiles – Nursery to Year 6.
- Taith 360 Tracking - Nursery to Year 6.
- On entry assessments – On entry to Nursery or New Entry – developmental pathways on Taith 360 - Nursery (all classes if pupil joins the school late).
- Non-verbal assessments – Reception to Y6.
- Writing assessments - Comparative judgements – Y1 to Y6.
- NGST spelling tests (online) – Y2 to Y6
- Phonic assessments – Nursery/Reception to Year 2.
- Salford reading assessments – Y1 to Y6.
- Analysis of Personalised assessments – Y2 to Y6
Reading,
Numeracy,
Procedural.
- Abacus maths assessments – Y1 to 6.
- Pupil progress trackers for writing skills and Abacus adapted maths assessments – Reception to Y6.
- Primary Mathematics Challenge Competition – Y5 & Y6.
- Pupils' self-referrals – Reception to Y6.
- Peer assessment and identification - Y2 to Y6.
- Consultations with parents – Nursery to Year 6.
- Certificates / medals / trophies / awards, shared in Celebrating Talents assemblies – Reception to Y6.

The names of the pupils identified as More Able and Talented are recorded and tracked online on the school's Pupils' Progress Chart, updated by the Deputy Headteacher. In addition, MAT pupils are recorded and tracked termly on the Pupil Progress Class Overview Sheets. The latter enables the pupils' progress to be tracked more frequently. Learners may be identified at any time, as talents may become apparent as the year progresses, or as learning opportunities evolve.

Once identified, pupils remain on the list unless they cease to meet the criteria for nomination.

Teaching and Learning Styles

Dinas Powys Primary School aims to meet the needs of all children through a targeted and dynamic approach to Teaching and Learning. We give all children the opportunity to show what they know, understand and can do, and through the planning of high-quality teaching we aim to ensure that all children are challenged to achieve the highest standards possible. As a school we utilise a wide range of strategies and challenges to develop our children's learning.

The planning of high-quality teaching includes:

- A common activity to establish pupils' prior knowledge and to determine what they can learn, and how they may engage in this future learning.
- Building on prior knowledge and skills to avoid unnecessary repetition.
- Allowing learners to start at different entry points.
- Providing opportunities for pupils to progress at their own individual rate of learning.
- Creating opportunities to foster an awareness of the child's own learning style – V.A.K.
- Differentiated activities that broadens a child's learning in a particular skill or knowledge area. Differentiation will be evident in activities differentiated by:
Tangy, Hot and Spicy tasks – Y3 to Y6,
Think Challenges – Abacus Mathematics Scheme – Y3 to Y6,
Must, should, could success criteria – Y3 to Y6,
1*, 2* and 3* tasks – Year 2,
Success Trains – Year 1 and Reception (Summer term).
- Employing a top-down approach to allow all pupils to produce work of a high standard – lessons are planned for the higher ability pupils and differentiated down for lower achievers.
- Broad and varied learning opportunities for more able and talented pupils to develop a very high level in academic, sporting, creative and technological skills.
- Opportunities for talented pupils to share their expertise/skills – allowing time to showcase their talents (assembly presentations).
- Experiences that promote pupils' independence, problem-solving, and thinking skills.
- Experiences that enable pupils to develop their leadership and decision-making skills.
- Setting open-ended tasks to develop the pupils thinking.
- Extension activities within a common theme that reflects a greater depth of understanding and higher level of attainment.
- Providing enrichment activities beyond Curriculum for Wales – Year 5 and Year 6 pupils undertake the Primary Mathematics Challenge.
- Using websites to develop the pupils' thinking skills.
- The use of Assessment for Learning to ensure extension work is targeted to a child's individual needs – also, success criteria allowing pupils to personalise their targets.
- Developing independent learning skills, particularly research-based projects, allowing pupils to direct content / steps of their learning.

- High quality questioning which probes and challenges pupils' thinking.
- High quality feedback to nurture the pupils' reflective and evaluative skills.
- Varying grouping arrangements: working as a pair, within ability / mixed ability / cooperative learning groups.
- Child initiated learning opportunities.
- Allowing the opportunity for a child to lead the class / collaborative learning / assembly.
- Opportunities for the children to develop a Growth Mind Set by the setting of challenging work that encourages the child to enjoy the process, rather than focus mainly on the completion of the task.

Further opportunities to provide an extended and enriched learning experience could include:

- Visits by experts in certain areas linked to curricular and extra-curricular areas.
- Links with secondary schools.

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 clubs such as dance, football, choir, running club, Clwb Cymreig and a reading club.

In addition, the school has an Eco Council and School Council, offering great social opportunities for the development of interpersonal skills. Such experiences nurture pupils' organisational, problem-solving and leadership skills.

Transfer and Transition

Transition within school between classes and stages relies on our school's effective communication systems.

Within our school, transition meetings are planned at the end of the academic year to allow staff the opportunity to meet with the teacher to whom they are passing their class, and with the teacher whose class they are receiving. These meetings allow staff to exchange all relevant information regarding the pupils' attainments, preferred learning styles, and particular strengths and weaknesses, and targets for further development. All pupils are discussed to ensure an effective transition, ensuring that all pupils are challenged and or supported to reach their full potential. All staff are made aware of pupils who are currently performing as More Able and Talented or have the potential to perform in this manner.

At Dinas Powys Primary School we have well established links with St. Cyres Secondary School, and a well-developed transition plan for learners moving from Key Stage 2 to Key Stage 3. All pupils transfer to secondary school with a One Page Profile and a transfer form completed by the Year 6 teachers, containing all data, including relevant information relating to ALN and MAT. In addition, all school records are transferred to the receiving secondary schools.

Monitoring and Review

The MAT policy will be reviewed by the Headteacher, MAT coordinator and the named member of the governing body responsible for MAT when required or earlier due to changes in legislation. Staff and governors will be updated where appropriate.

