

NURTURE – EMPOWER - ACHIEVE

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Gilwern

Primary School



MORE ABLE & TALENTED POLICY



Nurture, Empower, Achieve

School Vision

- Gilwern School creates a happy, secure and stimulating environment, where learners are encouraged to reach their full potential.
- The school works effectively with others and plays a central role in the community.
- All staff are committed to continuous improvement and achievement of high standards.



GILWERN PRIMARY SCHOOL

MORE ABLE AND TALENTED CHILDREN POLICY

RATIONALE

At Gilwern Primary School we recognise that we have more able and talented children. Individual children are encouraged to develop their attributes, skills and potential within a learning environment that embraces equality of opportunity and provision. Abilities and talents will emerge in a wide range of subjects and fields: it is important to develop the whole child. Schools and individuals can thrive in a culture of ambition and aspiration.

AIMS

- To develop independent learners to meet the challenges of the 21st century.
- To provide a variety of opportunities for children to achieve their full potential.
- To help pupils acquire knowledge, skills and practical abilities especially those of problem-solving, investigating, thinking and effective use of language.
- To help pupils to appreciate and enjoy achievements in music, art, science, ICT, maths, technology, literature and sport.
- To promote physical activity and healthy lifestyles and develop positive attitudes and safety awareness using the whole environment.
- To celebrate the continued development of the school as a learning community.
- To work alongside parents.

STATEMENT OF INTENT

We acknowledge that there are a wide range of learning styles. We offer opportunities for children to learn in a style that best suits them. We encourage more able and talented children to take responsibility for their own learning and to be involved in evaluating and reflecting upon their learning.

DEFINITIONS

- The Welsh definition for 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 pupils. Approximately 20% of the school population may be more able while the top 2% could be considered exceptionally able.
- Children may be more able and/ or talented in diverse fields (academic, creative, sporting, social, leadership).
- More able children would demonstrate a higher ability than average for the class and would often require differentiated tasks and opportunities to learn through challenges.
- Most able children will be working at two levels above the majority of children in the class and would sometimes require additional and different provision.
- Talented children demonstrate an innate talent or skill and this includes those in the creative or sporting fields.



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IDENTIFICATION STRATEGIES

Gilwern School uses several strategies for the identification of more able and talented pupils:

- Analysis of data
- Discussion of pupils with colleagues
- Discussion with the child
- Consultation with parents and guardians
- Careful record keeping and collation of evidence.

Information received from parents is taken into account. All staff have a clear understanding of the distinction between “more/most able” and “talented”. We ensure that our judgements of More Able and Talented children are consistent through regular discussion and moderation.

ROLES AND RESPONSIBILITIES

THE MORE ABLE AND TALENTED CO-ORDINATOR

The co-ordinator with responsibility for more able and talented is Mrs S. Dixon. The Co-ordinator will:

- monitor progress of the children identified on the register;
- lead staff discussion and awareness raising about the aims and expectations;
- liaise with class teachers, subject leaders and the SENCO and negotiate individual action plans where needed;
- purchase and organise resources, keep abreast of new developments and have a knowledge of specialist facilities;
- offer advice and support for parents

CLASS TEACHER

- The class teacher will liaise with the More Able and Talented Co-ordinator over the early identification of more able and talented children in his/ her class;
- The class teacher should discuss planning for most able and talented children with the Co-ordinator to ensure (s)he meets their needs;
- Class teachers should use a variety of strategies to meet the needs of more able and talented children.
- The class teacher should keep parents informed

LEARNING SUPPORT ASSISTANTS

- To take responsibility for individuals and groups and provide challenge under the guidance of the class teacher.



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PARENTS/CARERS

- We want our parents/ carers to be aware that we are committed to meeting the needs of all our children.

THE CHILD

- The school provides a stimulating learning environment for all its children, this includes the more able and talented child;
- Most able and talented children will be asked to contribute towards developing skills in other children.

GOVERNORS

- The governor with responsibility for more able and talented is Miss K. Dobbs.
- The governing body will be responsible for ensuring that this policy is fully implemented;
- A governor has been given specific responsibility for children who are more able and talented;
- The Annual Governors' Report to Parents will comment on the implementation of this policy.

ORGANISATION

The school's policy for more able and talented children will work within the framework of the Teaching and Learning policy. Strategies will include:

- Setting for literacy and numeracy;
- Varying groups to suit tasks;
- Extension opportunities;
- Child initiated learning opportunities;
- Differentiated teacher questioning;
- Targeted use of classroom assistants;
- Adopting a problem solving approach;
- Adopting a skills based approach;
- Awareness of learning styles;
- Special tasks of responsibility;
- Visits by experts;
- Use of more able and talented children as tutors

Teachers and children will share expectations for lessons;

Staff will make flexible and efficient use of resources;

Teachers will deploy appropriate teaching styles (see following section) with children and evaluate their outcomes;

Teachers will use their assessments to inform future planning;

There will be sufficient differentiation for all children, offering sufficient challenge for the more able.



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RIGHTS RESPECTING SCHOOLS

In 1991 our Government signed up to the United Nations Convention on the Rights of the Child (UNCRC). In signing the Convention, the 54 articles laid down have become enshrined in UK law. The Convention applies to everyone.

At Gilwern Primary School we aim to work within the spirit as well as the letter of the Convention and our school policies and home-school agreement is based around these rights and responsibilities. At Gilwern Primary School we work together so that not only are the rights of the child ensured, but their responsibilities are clear.

PERSONAL, EMOTIONAL AND SOCIAL ISSUES

Our ethos at Gilwern recognizes the importance of developing the whole child and looks to support more able and talented pupils' social, emotional spiritual, creative and physical development as well as their intellectual development.

MONITORING AND EVALUATION

We will monitor and evaluate:

- Work undertaken by children
- Pupil progress
- Class teacher planning of activities
- Class and support staff teachers' effectiveness
- Uptake of opportunity
- Records of provision and attainment
- The co-ordinator will monitor the above to ensure consistency between classes

The formal monitoring process will be carried out annually in the Spring Term via discussion with pupils, book trawls, lesson observations, monitoring of planning. This information will be presented to the Headteacher and Governors.

CONTINUING PROFESSIONAL DEVELOPMENT

The coordinator will receive regular continuing professional development to keep abreast of national and local developments and will lead INSET activities for teachers and support staff.

EQUAL OPPORTUNITIES AND RACE EQUALITY

The school will follow the guidelines on Equal Opportunities and Racial Equality.

Signed..... Date.....
S Dixon Co-ordinator

Signed..... Date.....
R Guy Headteacher



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