



Sir Alexander Fleming Primary School and Nursery Policy for Able and Talented Pupils

Reviewed September 2019
Next Review March 2021

Rationale

As outlined in our vision statement, at Sir Alexander Fleming Primary School and Nursery, we believe that all pupils should receive a broad and balanced curriculum that offers support and high expectations to help our children develop the self-confidence needed to succeed in modern day Britain. Children are respected as individuals and we work to ensure that their needs are valued so that all children can fulfil their potential in their academic, creative and physical achievements. Identifying a wide range of abilities and talents, and providing opportunities for pupils to develop and make the greatest possible progress within them is fundamentally important for their learning. Furthermore, we believe we can make a difference to developing our pupils' social and emotional skills as vital elements in the growth of the whole person.

Definitions:

Able– Refers to the pupils who achieve or have the potential to be above an average pupil (compared with attainment of other pupils in their year group at SAF). This may be in one or more areas of the National Curriculum subjects.

Talented–Refers to pupils who achieve, or have the potential to achieve, significantly above average in art, creative arts, technology, music or physical education.

Additionally, we are aware that there might be a group of underachieving pupils, with the potential to achieve in these areas, who could also be included within an area listed above. We develop and provide appropriate levels of challenge for all pupils. We are committed to identifying any barrier to learning and will seek ways to help the pupil overcome them.

All schools are required to identify 5-10% of Able and Talented pupils in each cohort regardless of the overall ability profile of the school. We have identified our Able and Talented pupils in each year group.

We believe that provision is generally most effective when it is made within the classroom, through a stimulating, differentiated curriculum. We also recognise that in some cases, particularly with talented pupils, the need to work with external partners to meet their needs. All staff have a role in developing and supporting Able and Talented pupils.

Aims

Our aim is to develop and provide appropriate levels of challenge for all pupils by ensuring a consistent approach to the identification and support of able and talented pupils through:

- An agreed definition of the terms 'able' and 'talented'.
- An identification of Able and Talented pupils as early as possible.
- A range of qualitative and quantitative data to identify our most able learners.
- Recognising learners who may have the potential but currently underachieve.
- Ensuring that all staff obtain appropriate support and training in identifying and providing for the most able pupils.
- Providing support and challenge in the classroom, in keeping with our ethos of high expectations.
- Guaranteeing that, where needed, individuals receive academic or pastoral support to overcome identified barriers to learning.
- Building on existing systems of monitoring and evaluation to track the progress of these pupils.
- Working with parents/carers to help pupils be ambitious and to achieve their potential.
- Offering a variety of additional opportunities to enhance the experiences of our most able pupils.

Identification

Able and Talented pupils are identified through data analysis and also draw on a wider range of qualitative evidence, for example:

- teacher observation and assessment
- formal and informal testing (SATs data, optional tests, standardised aged scores etc.)
- teacher nomination through regular pupil progress meetings and ongoing observations
- parent nomination
- self or peer nomination
- outside agency information/ nomination (e.g. afterschool sports clubs)

When identifying Able and Talented pupils we look for the following:

- thinking skills
- creative flair
- stamina and perseverance
- communication skills
- ability to take on demanding tasks
- arguing and reasoning
- awareness of language
- a passion for particular subjects
- working at an above expected attainment for age (see trackers)

Pupils identified as Able and Talented in our school will be recorded on a register so that their progress can be tracked. Pupils can be identified at any time. Class teachers and the Able and Talented leader are expected to be fully involved in discussing individual pupils. Identified pupils will remain on the register unless they cease to meet the criteria for nomination.

Monitoring and Tracking:

- All class teachers are responsible for monitoring the progress of all pupils they teach including the able and talented.
- Pupil progress meetings are carried out each half term providing opportunities to monitor progress and attainment across the core curriculum areas.
- Use of prior attainment data (KS1 SATs) to predict potential attainment at KS2 and monitoring pupil progress against this.
- Outcomes of pupil work in book scrutiny.
- Regular review of able children's progress using the tracking system.
- Pupil perceptions and responses in the form of questionnaires and discussions.
- When a pupil is recommended as being able and talented, it is the responsibility of the Able and Talented Coordinator to explore this. This may be done by the following means:
 - Discussion with the pupil.
 - Discussion with relevant staff to include data and evidence of pupil's work where applicable.

Staff will use the Able and Talented register to identify pupils and provide appropriate provision for them in lessons. Towards the end of each academic year, each class teacher will be asked to review the lists of their able and talented pupils for each year group. At this point, the following options are possible:

Pupils currently on the register remain on the register (no evidence required).

Pupils could be added to the register (based on quantitative and qualitative data).

Pupils could be removed from the register if they no longer meet the criteria (brief reasons for this removal must be given to the Coordinator for this. This information will then be used to form the Able and Talented register for the following year.

Provision in class

Strategies include:

- Assessment of learning to guide individual planning and target setting.
- Provision for extending the breadth and depth of understanding- 'mastery'.
- The use of open-ended tasks, enrichment and extension activities.
- Differentiated resources and tasks within curriculum areas, including on occasions, differentiated homework and independent study.
- Higher order questioning techniques linked to Bloom's Taxonomy.
- Flexibility and organisation of pupil groupings (mixed ability groups, ability groups, whole class, paired, independent) and acknowledgement that whilst there may be a higher amount of able and talented pupils in some groups there will be pupils who have talents in all groups.
- To develop more independent learning by allowing pupils to organise their own work, to carry out tasks unaided, evaluate their work and become self-critical.
- Intervention groups and occasionally working with older pupils (mentoring).
- Celebration school book and assemblies.

Provision out-of-class

Strategies include:

- able and talented session trips (challenge days)
- clubs and class/school trips

- collaboration with able and talented pupils from other schools (challenge days and sports competitions, clubs)
- use of homework, ICT
- summer schools
- competitions
- encouragement of pupils to enter local and national events
- Networking link with other schools
- Musical concerts and performances

Raising Teacher and Pupil Expectations through:

- upholding an ethos where achievement is recognised and valued
- raising pupil aspirations and ensuring that high expectations are set in an ethos where achievement is celebrated
- suitable staff professional development days
- sharing of good practice
- discussions with able pupils about how they learn best
- appropriate targets set by the pupil and teacher

Funding and Staffing

All funding will aim to maximise budget share e.g. via linking with other school improvement plan priorities. An annual budget will be set to support the aims of the able and talented provision, integrating such support to allow:

- Coordinator release time to manage / lead and monitor outcomes.
- Teaching Assistant time to focus group and individual child support.
- Resource purchasing.
- Funding for trips, visitors, visits and external providers e.g. coaches and specialist teachers.

The Role of the Coordinator

Our current Able and Talented coordinator is Katy Tomlinson. Their role is to:

- Review the policy and action plan.
- Share good practice in meeting the learning needs of able and talented pupils.
- Set up and maintain a register in the school of those pupils identified as being able and talented.
- Monitor the provision being provided and progress/attainment being made.
- Liaise with class/subject leaders to support provision for those pupils.
- Research suitable resources, developing links with organisations to support pupils and generally support staff in providing for those pupils.
- Develop a resources base as funds allow.
- Keep themselves up to date with developments in this field.
- Attendance at relevant training.
- Deliver or manage CPD for colleagues in this area of practice.

Parent Involvement

Partnership between school and parents is crucial for the all-round development of our able and talented pupils.

School should:

- Ensure that parents are made aware if their child has been identified as able and/or talented and share how their child's needs will be addressed so that they can be fully involved in supporting the development of their child.

- Liaise with parents at Parent Consultation meetings. Discuss their child's progress/performance and, where possible, help provide them with extracurricular activities and targets.
- Listen carefully and act where parents do not think their child's needs are being met.

Parents should:

- Tell school about their child's talents and abilities beyond the classroom.
- Provide a suitable environment for home study.
- Seek advice where needed.
- Encourage their child to partake in worthwhile and varied activities/experiences.
- Show awareness that their child will need a variety of skills and experiences in order to fulfil his/ her potential and try to offer opportunities of these.
- Discuss their child's participation in relevant activities out of school.

Governors Involvement

Our link governor is Linda Cronin. The role of the Governing Body is to:

- Ensure that this policy can be made to work.
- Enable equality of opportunity for Able and Talented pupils (see Teaching and Learning Policy, Inclusion policy, Racial Equality policy, Gender Equality policy and Disability Equality Scheme).
- Enable the sharing of expertise.
- Ensure the fair distribution of resources.
- Make sure that all relevant policies and document refer to Able and Talented pupils.

Transfer to new school

Children who have been identified as Able and/or Talented will have this communicated to their new school, e.g. via common transfer forms.

Evaluation

Provision for able and talented pupils will be a regular part of the school's monitoring of teaching and learning. At Sir Alexander Fleming Primary School and Nursery we want our pupils to believe in themselves and to therefore, aspire to achieve their individual goals and full potential. The able and talented coordinator will review the progress of pupils identified on the register termly. An integral part of including and challenging the Able and Talented pupils is to ensure our staff feel confident in our offer of appropriate levels of challenge. In this aspect of Teaching and Learning success will be measured by academic performance and the confidence and independence our pupils show in and out of the classroom.

Review:

Next policy review planned for March 2021.