



# **MORE ABLE AND TALENTED CHILDREN POLICY**

2024 - 2025

**Last review:** September 2024 (Aimee Williams)

**Date for next review:** September 2025

## **The Old Hall School More Able and Talented Children Policy**

**(see also Inclusion; Teaching and Learning)**

**This policy also applies to EYFS (updated September 2021)**

### **School Aims:**

Please refer to the school aims.

## **1 Introduction**

**1.1** We believe in providing the best possible provision for pupils of all abilities. We plan our teaching and learning so that each child can aspire to the highest level of personal achievement.

**1.2** This policy is to help ensure that we recognise and support the needs of those children in our school who have been identified as 'able', 'gifted' and/or 'talented' according to national guidelines.

In the national guidelines the terms are distinguished as follows:

- Able pupils may be defined as one who achieves, at a level significantly higher than that of his or her peer group at school.
- 'Gifted' refers to a child who has a broad range of achievement at a level well above average, typically in the more academic subjects. Usually they are in the top 5% of the ability range. More able learners may have special abilities in one or more areas.
- 'Talented' refers to a child who excels in one or more specific fields, typically those that call for performance skills, such as sport or music, but who do not necessarily perform at a high level across all areas of learning.

**1.3** Provision will be made for these children within normal class teaching, but sometimes we will provide additional enrichment or extension activities to promote their skills and talents still further. Any child identified as potentially More Able or Talented pupils are referred to the SENDCo (Mrs Aimee Williams) who will coordinate provision for the child.

## **2 Identification of More Able and Talented children**

**2.1** We use a range of strategies to identify, More Able and Talented children. The identification process is ongoing, and begins when the child joins our school. Discussions with parents and carers enable us to add further details to these records. Within individual children's files we save evidence within Work samples, Performance Data and Anecdotal Evidence.

**2.2** Children undergo assessment in Daisy Chain Nursery (or on Changeover morning for those in other settings) and an Early Years Foundation Stage (EYFS) profile is made during their year in Reception. At the end of Reception some are assessed using a national computerised profiling programme. This gives information about their developing skills, and aptitudes across several areas of learning. We discuss each child's 'Baseline' profile with the parent, and use this information when planning for individual needs.

**2.3** Throughout the school children are assessed continuously by their teachers. In addition they are tested and assessed formally to ensure that:

- a) They are making the sort of progress we are expecting of them.
- b) We identify those with particular gifts or talents.

**2.4** Staff regularly review the children's progress and discuss this as a whole staff team and then with parents at consultation evenings. Reports are sent to parents in line with the schools assessment policy.

## **3 Aptitudes in English and Mathematics**

**3.1** More Able children in English are identified when they:

- Demonstrate high levels of fluency and originality in their conversation.
- Use research skills more effectively to synthesise information.

- Enjoy reading, and respond to a range of texts at a more advanced level.
- Use a wider vocabulary, and enjoy working with words.
- See issues from a broader range of perspectives.
- Use more-advanced skills when engaged in discussion.

**3.2** More Able children in mathematics are identified when they:

- Explore a broader range of strategies for solving a problem.
- Become more curious when working with numbers and investigating problems.
- See solutions more quickly, without needing to try all the options.
- Look beyond the question in order to hypothesise and explain.
- Work more flexibly, and establish their own strategies.
- Take pleasure in manipulating numbers.

## **4 Teaching and Learning style**

**4.1** Our teachers plan carefully via Adaptive Teaching to meet the learning needs of all our children. We give all children the opportunity to show what they know, understand and can do, and we achieve this in a variety of ways when planning for children's learning, such as by providing:

- A common activity that allows the children to respond at their own level.
- An enrichment activity to broaden a child's learning in a particular skill area.
- an individual activity within a common theme that reflects a greater depth of understanding and higher level of attainment;
- Opportunity for children to progress through their work at their own rate of learning.

**4.2** Children are familiarised with a variety of organisational strategies as they move through school. These strategies can be used by all, but give due scope to higher achievers.

**4.3** We offer a range of extra-curricular activities for our children through our Co-curricular programme 'Old Hall Horizons'. These activities offer higher achievers the opportunity to further extend their learning in a range of activities.

**4.4** Learning is also enriched through regular activities linked to the work being undertaken in class. This offers teachers a further opportunity to set work at the level of individuals.

## **5 Management strategies**

**5.1** The SENDCo coordinates the provision and practice within the school for More Able and Talented children. The coordinator's role includes:

- Running a register of More Able and Talented pupils, and keeping it up to date.
- Monitoring teachers' planning to ensure that suitable tasks and activities are being undertaken across all curriculum areas by the higher achievers.
- Regularly reviewing teaching arrangements for these particular children.
- Monitoring their progress, through term by term discussions with teachers.
- Supporting staff in the identification of these children.
- Providing advice and support to staff on teaching and learning strategies.
- Liaising with the Head and outside agencies on related issues.

## **6 Monitoring and review**

**6.1** The progress of children is monitored by the SENDCo via their pupil progress discussions and evidenced by data points.

**6.2** This policy will be reviewed September 2025.