



# Timothy Hackworth Primary School

‘Respectful and resilient; being the best that we can be.’

## Policy for More Able and Talented Learners

CRC Article 28: All children have the right to a good quality education.

Date of Policy: November 2020

Review Date: November 2021



Date policy approved/adopted	<b>November 2020</b>
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Approved by:	<b>Governing Body</b>
Head Teacher signature	<i>Mrs. L. Boulton</i>
Chair of Governors signature	<i>Mrs. P. Crook</i>

# **Policy for More Able and Talented Learners**

**CRC Article 28: All children have the right to learn.**

**Date of Policy:** November 2020

**Review Date:** November 2021

**Subject Lead:** Mrs. G. Churchill

**Governor for More Able and Talented Learners:** Cllr. S. Quinn

This policy should be read in conjunction with our Respectful Relationships Policy. All policy and practice in Timothy Hackworth Primary School respects children's dignity.

## **Our Timothy Hackworth School Vision**

May our Rights Respecting School be a happy place for us all to learn; where every one of us is valued and safe in our Timothy Hackworth School Family. May we all be the best that we can be by making a positive difference to each other, our community in Shildon and the wider world in which we all live.

## **Mission Statement (written by children):**

We would like our school, which reflects British Values, to be at the heart of the community, sharing, supporting and learning together with everyone as equals. Our children have the right to high quality learning experiences to help them to be the best that they can be.

We encourage our children to be creative, unique, open-minded and independent individuals, respectful of themselves and of others in our school, our local community and the wider world.

We aim to nurture our children on their journey through life so they can grow into safe, caring, democratic, responsible and tolerant adults who make a positive difference to British Society and to the world.

## **Values**

Ours is a happy school with high hopes and ambitions for all our children and we welcome working in partnership with parents and carers to ensure that everything is done in the best interests of the children at all times.

All of our staff take their responsibility towards the children seriously and they strive to help each child reach their full potential as global citizens physically, emotionally, socially and academically. We are fully committed to the [CONVENTION ON THE RIGHTS OF THE CHILD](#).

To us, every child is unique and precious and we endeavour to foster a high level of motivation towards learning and behaviour. We are committed to the Basic Skills of English and Maths.

At all times, we aim to centre the teaching in an atmosphere of mutual respect and personal respect. A high quality education is [the right of every child](#), and at Timothy Hackworth Primary School, we embrace that responsibility and strive to achieve it for all our pupils.

### **Equalities Information**

This policy should be read in conjunction with our school's 'Equalities Policy Statement', 'Equalities Objectives Summary' and 'Equalities Information and Objectives'.

We welcome our duties under the Equality Act 2010 to eliminate discrimination, advance equality of opportunity and foster good relations in relation to age (as appropriate), disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation.

### **Rationale**

At Timothy Hackworth Primary School, we aim to inspire all children to reach their full potential, academically, socially and emotionally. The rationale for this policy is to ensure that we recognise and support the needs of those children in our school who are academically more able or talented in specific areas of the curriculum and beyond according to the national guidelines. Also, that this support is continuous as they move on through the school. It is also our aim to actively seek out and identify those children as early as possible who may have latent talent or ability in a given area and help foster this to help them meet their full potential. As such, we plan our teaching and learning to provide opportunities for these attributes to be identified so that each child can aspire to the highest level of personal achievement.

### **Aims of Provision for More Able and Talented Learners at Timothy Hackworth Primary School**

Our aim is that very able or talented pupils within Timothy Hackworth Primary School shall maximise their progress to meet their full potential by:

- being identified;
- having their potential realised through learning opportunities that are matched to their needs;
- having opportunities to develop their skills and talents;
- having their emotional/social needs considered alongside their intellectual needs;

- having their progress monitored;
- being supported by appropriately trained staff who work as a team to develop planning, provision and teaching for all children;
- having their parents involved in the educational process (as appropriate).

## **Entitlement**

This policy for More Able Learners relates to all pupils attending Timothy Hackworth Primary School, including those in the Foundation Stage, Key Stages One and Two, including pupils who are identified as accessing the Enhanced Mainstream Provision (EMP). All children have the right to access all elements of the National Curriculum, appropriate to their abilities in tandem with the school's relentless focus on high standards and expectations of all pupils.

## **Our Intent, Implementation and Impact in Learning for the More Able and Talented**

### **Intent**

Learning for the more able and talented in our school is a journey for pupils that will enable them to make maximum progress, whilst continuing to develop a true appreciation of learning within their area of talent or ability and across the curriculum. Our learners, through the development of their abilities or talents, will develop higher order thinking skills and the communication skills needed to share their skills. Through this awareness, they will be able to take an extremely active role in their own learning, and therefore, make the best possible progress. We recognise that these children, while benefitting from independent, open-ended, problem-solving and/or reasoning opportunities, will also make more rapid progress through careful and timely intervention by teaching and support staff.

Our children will value striving for progress and adopting a growth mindset in the face of challenge. In this way, they should be able to demonstrate excellent levels of progress in their area/s of talent or ability. To this end, they should also value and develop a broad spectrum of positive learning behaviours; we strive to ensure our pupils have the opportunity to demonstrate resilience, resourcefulness, reflectiveness and reciprocity and have the ambition to be successful learners.

### **Implementation**

#### **Identification of More Able and Talented Children**

The Senior Leadership Team, subject leaders and class teachers should be clear about which characteristics might be present in a more able or talented learner whilst

appreciating and promoting the understanding that those more able learners may well not fit into a stereotypical mould. This will mean that it is understood that they may have a higher than expected aptitude or attainment within one or more subjects or disciplines. However, this potential may only be apparent in one specific aspect of a subject but not in others. They will appreciate that more able/talented learners may be on the SEND register or come from a background of deprivation or crisis.

'More able' refers to a child who has exceptional ability, a high level of ability or the potential to achieve this. On the other hand, they may have a broad range of achievement at a level well above average; typically, this may occur in the more academic subjects, such as Science, Mathematics or English.

'Talented' refers to a child who excels in one or more specific fields. Often this is the case where performance skills are called for, such as, sport, Art and Music. They may not necessarily perform at a high level across all areas of learning.

We use a range of ongoing strategies to identify more able and talented children. This process begins when the child joins our school. Discussions with parents and carers enable us to add details to our records.

All children undergo assessments after joining us at Foundation Stage. This gives us information about the child's skills and aptitudes across several areas of learning. We discuss each child's profile with their parent/carer and use this information when planning for individual needs. From this early stage, we may formally add them to the more able and talented register. It is also possible that a child may not remain on the register. This is more likely to happen when a child is placed on the register if they are very young. As part of the twice yearly audit, teachers will consider each child individually.

In the course of their leadership and class teaching, for example through moderation and observation, teachers will actively seek out latent talent and ability among learners. Proactively, they will use their findings to contribute to the development of provision that will enable these and other able learners to flourish and make rapid progress. Key to the success of these pupils, will be the approachability/ active support of and championing of Subject Leaders (in order that colleagues may actively seek advice regarding the identification of and provision for the more able and talented).

### Criteria for Identification

Areas of ability can be usefully grouped thus:

- linguistic – reading, writing, speaking, listening, factual recall;
- mathematical – number manipulation, logical and sequential processes;
- naturalist – hierarchical ordering, awareness of natural world;
- visual and spatial – observation, artistic representation;
- musical – musical appreciation, singing, instrumental;
- physical – fine and gross motor skills, sports, creativity;
- social – relationships, leadership; and
- personal – self-awareness, emotional intelligence.

We also recognise that those pupils who are more able or talented do not always show their ability, or that these abilities and talents may remain latent. Such pupils have the potential to be more able or talented even though their abilities may be hidden. This may mean they are harder to identify and that they may be in need of initial support to begin their journey to reach their full potential. However, this potential might, in spite of the support provided, remain as potential.

### Aptitudes in English and Mathematics

More able learners are identified in English and Mathematics when they are working at a greater depth - so beyond the expected standard set out by the National Curriculum for their year group at a given stage in the academic year. For example, a learner who has more easily grasped key concepts in Maths, so is able to spend more time exploring a given area to a greater depth using higher level reasoning skills.

These children may be demonstrating the following in English:

- high levels of fluency and originality in their conversation and debate;
- use of research skills to effectively synthesise information;
- enjoyment of reading, and responses to a range of texts at an advanced level;
- a specific 'expert' interest in a chosen genre or author;
- use of a wider vocabulary and enjoyment when working with words;
- seeing issues from a broader range of perspectives;
- writing quickly and fluently with confidence, economy and specificity.

More able children may show aptitude in the following areas in Mathematics:

- exploration of a broader range of strategies for problem solving and reasoning;
- a high level of engagement and curiosity when working with numbers and investigating problems;
- seeing solutions more quickly, while using a logical approach, and without needing to try all the options;
- looking beyond the question in order to hypothesise and explain;
- working more flexibly and establishing their own strategies;
- enjoying manipulating numbers.

## **Implementation**

All teachers will take responsibility for:

- identifying those more able and talented learners and the consideration of their individual needs when planning lessons;
- monitoring and intervention for more able and talented learners - this should have a positive impact on progress and development.

All of our children are entitled to a high quality, continuous and progressive learning experience, which meets their individual needs. Therefore, our teachers plan carefully to meet the learning needs of all of our children. We give children the opportunity to show what they know, understand and can do. This we achieve in a variety of ways when planning for children's learning, such as through:

- use of probing questions both verbal and written;
- an enrichment activity that broadens a child's learning in a particular skill or knowledge area;
- an individual activity with a common theme that reflects a greater depth of understanding and a higher level of attainment;
- the provision of opportunities that will encourage risk taking and may sometimes result in failure;
- a common activity that allows children to respond at their own levels;
- the opportunity for children to progress through their work at their own rate of learning or take greater control over the direction or format their learning takes.

Throughout the school, we differentiate when planning and teaching. Teachers achieve this by regularly reviewing the progress of pupils, which enables pupils to move between the groups as appropriate. Groups are fluid and children understand that if they work hard and achieve their best, they will be challenged further. This enables teachers to plan work that reflects the learning needs of each group.

Within this framework, children are also familiarised with a variety of organisational strategies, for example taking a logical approach to problem-solving, as they move through our school. These strategies can be used by all children, but give due scope to high achievers.

In addition, throughout the school and the curriculum, we seek to foster a spirit of enquiry and resilience in the face of challenge. This is achieved through the teaching of specific problem-solving strategies and the valuing of the development of questioning skills, reasoning, resilience and reflection. All pupils have the right to have their own talents and abilities developed to their full potential. We would encourage children to find their own way of carrying out tasks, taking into account imagination, initiative and flexibility. In addition, we encourage a systematic approach to work and working independently by using their initiative. Whilst striving for this spirit, we value

the fact that all children have the right to have their ideas listened to and valued. These attributes and behaviours represent some of those necessary for higher level thinking and are very much a focus as the children strive to achieve the mastery of skills and knowledge.

Pupils' individual talents or abilities will be noted and celebrated through: termly class assemblies; marking and feedback (including specific verbal feedback) and through the provision of opportunities to use their talents. Examples of this include, visiting NRICH problem solving sessions; sporting events; the More Able and Enthusiastic Historian's Club, Book Wizards (Year 5 and 6 more able reading club); visits to Waterstones to meet authors and taking part in book groups; playing the piano during assembly or with our Music Subject Leader, at lunchtime; having their artwork displayed on the talented artists' display (Hall of Fame). Children are regularly invited, during whole school assemblies, to share their achievements from outside school and these are recorded and displayed in the Big Blue Book of Brilliance and on the related display.

Outside directed time, we offer a range of extra-curricular activities for our children. These activities offer higher achievers the opportunity to further their learning in a range of areas. These opportunities include speaking and communication, writing, sport, Science, reading, Design Technology, singing (including our choir), recorder, drumming and dancing. The children also often have the opportunity to experience a range of educational visits that further enrich and develop learning.

### **The Role of the Subject Leaders in Relation to Provision for the More Able and Talented**

It is the role of the subject leaders to ensure that they value and promote the following attitudes, beliefs and behaviours and champion these on behalf of all learners, including the more able and talented, in relation to their subject:

- high aspirations for all pupils, including those on the register;
- the use - by all - of open questioning where a learner's first response may then be further developed and so encourage deeper thinking;
- valuing a growth mind-set that encourages learners to risk failure;
- encouraging the provision of open-ended opportunities for pupils to take more ownership of the direction or form that their learning takes;
- praising high levels of effort, progress and attainment whilst making sure that a focus on next steps is a valued part of the ongoing learning process.

It is also their responsibility to keep the Leader for the More Able and Talented informed regarding key changes and developments in relation to identification of more able or talented learners and their impact on the provision made for them.

The More Able and Talented Subject Lead will encourage their colleagues to continuously keep in mind the needs of the more able. This will be achieved by striving to inspire and equip their colleagues to think actively about provision for the more able and talented during planning, preparation and teaching and to act upon this in a way



that demonstrates their high aspirations and ambitions for learners to achieve their full potential.

From a practical perspective, this will be enabled through the passing on of key knowledge, skills and understanding as part of staff CPD. It will include feeding back key information from outside agencies, which they will actively pursue regarding the teaching and learning of the more able or talented (including requesting specific feedback and information from subject leader meetings and support for moderation).

They will maintain an up-to-date knowledge of those on the more able and talented register for their given subject, including who they are, why they have been identified and what kind of provision is in place for them. Using the register, they will ensure that when transitioning from year-to-year the needs of able and talented learners are met in a way that enables them to meet their potential.

Moreover, they will use this knowledge (where appropriate and useful) to make suggestions about how to nurture and develop the potential of all learners, including the more able and talented, using their subject knowledge and passion for their subject. This may well take the form of a brief discussion with a class teacher or an email exchange, both of which would need to be recorded by the subject leader as key points (in note form) and added to the Subject Leader column on the more able register.

#### Leadership Strategies and Responsibilities

There is a nominated leader, Mrs. Churchill, who by working together with staff and senior leaders, co-ordinates the provision within the school for more able and talented children.

This role includes:

- supporting class teachers and subject leaders in the identification of these children and with teaching and learning strategies;
- knowing who has been identified as more able and talented through the collection of a twice yearly audit, the comparison of this with termly assessment data and the maintenance of a register;
- regularly reviewing the teaching arrangements and opportunities for those children on the register (through the twice yearly audit);
- working in partnership with other staff to identify MAT children;
- promoting, carrying out and overseeing staff CPD activities relating to MAT learners;
- completing school action plans and evaluations;
- updating school policies relating to the teaching of MAT learners;
- reporting to the School's Governing Body on the actions undertaken to develop and monitor learning for the more able.

## **Impact**

Impact is measured by the child's progress against their expected outcomes and their ability to meet the key aims of the National Curriculum.

The impact of learning will be assessed using:

- end of key stage statutory assessments as well as termly tests, of our own devising, to support teacher assessment;
- monitoring by SLT and subject lead through data analysis, tracking, pupil progress meetings, learning walks, book scrutinies and pupil interviews.

The impact of our school approach will depend what area a pupil's talents or abilities lie in but may enable our pupils to:

- discuss, record, interpret and communicate ideas and information in a variety of ways, including pictorial, verbal, use of symbols as well as in written form;
- use personal skills and qualities, including use of a growth mind-set, resilience, resourcefulness, reflectiveness and reciprocity which are necessary in order to solve problems in the real world;
- remain on the register for More Able and Talented Learners.

## **Special Educational Needs and Disabilities**

The SENDCO will support identified SEND pupils, their parents and staff, to ensure information on individual children with Special Educational Needs supports their teaching and learning.

Our school meets the needs of children with Special Educational Needs and Disabilities with a curriculum that allows for appropriate differentiation. This may be by outcome, task, resources, support, interest or ability groupings as appropriate. Opportunities will be planned for children with SEND to work on their targets.

Every registered SEND pupil in school accesses a SEND Support Plan, which identifies individual targets and details the support in place to enable pupils to access the National Curriculum.

The expectation is that SEND pupils will progress at the same rate as non-SEND pupils due to carefully planned provision. Expectations of all pupils, including those of SEND pupils, will be high. SEND pupils will be expected to be the best that they can be.

It is important to remember that pupils with SEND may also be on the register for the More Able and Talented.

## **Assessment**

We consider that assessment is part of the whole school curriculum. It is the responsibility of all staff and should provide a supportive framework for teachers and children.

Assessment is not just about the National Curriculum, but needs to take into consideration all learning which is an outcome of the school curriculum. Assessment in any subject is only a part of the school policy on assessment as a whole.

Children undertake national tests in Year 2 and Year 6, plus tests also linked to the National Curriculum in other year groups. All class teachers also complete teacher assessment for children in the core subjects of Maths, writing and reading, Science and Computing and the foundation subjects. Formative assessment for learning (AfL) takes place lesson-by-lesson across the curriculum and feeds into marking and feedback, the planning and delivery of lessons and future learning for children to ensure that all pupils are appropriately challenged. This will also ensure that the development of concepts, skills and attitudes is measured through everyday teaching. This will, of course, include a variety of contexts.

Teachers will need to make judgements about children's ability. There must be judgements supported by evidence which can be understood by other teachers, by parents and by the children themselves. Evidence of ability will be demonstrated by children in the course of their learning.

Teachers log assessment results using our tracking system. These results are then monitored over time by the school's Leadership Team, including subject leaders. As part of this process, MAT children's continued progress is monitored and measures put in place if they should be needed, such as, where progress is less than expected for the individual. This may take the form of an Individual Challenge Plan (ICP).

## **Monitoring and Evaluation**

The monitoring of teaching and learning for the more able and talented in our school will take place through the:

- monitoring of short term planning by the More Able and Talented Lead, in partnership with subject leaders to ensure that suitable tasks and activities are being undertaken across all curriculum areas by higher achievers;
- observations and Learning Walks by the Leader for the More Able and Talented and SLT where appropriate;
- observation in classrooms as part of the Performance Management system;
- discussion during curriculum development staff meetings in order to further develop provision and practice, respond to queries, check progress, review resources etc.;
- informal discussions between staff and the Leader for the More Able and Lead;

- scrutiny of books, displays and any other evidence of achievement, by the Leader and SLT;
- pupil interviews conducted by the Leader for the More Able and Talented;
- checking of children's standards of work against agreed criteria e.g. teacher assessment.

Both teacher assessments and formal assessments (tests) are moderated by Senior Leaders to ensure parity every term. Assessment data informs Performance Management targets to ensure pupil progress is at the heart of whole school improvement.

Assessment data is robustly and rigorously analysed in detail on a termly basis by the Senior Leadership Team, including the Leader for the More Able and Talented, and outcomes shared with staff.

Pupil Progress Meetings are held with all staff to identify pupils who may require further intervention and support. Pupil Progress Meetings provide opportunities for Senior Leaders and class teachers to work together to identify individuals or groups of pupils who are at risk of not making expected or better progress and supporting those pupils, by implementing strategies and interventions that reflect their individual needs.

Pupils will have their development and performance monitored through a range of assessment techniques to ensure that they make progress to their full potential.

Planned and routine monitoring tasks are undertaken by the Leadership Team which includes pupil Book Scrutiny, Lesson Observations, Learning Environment Scrutiny, Planning Scrutiny and Pupil Interviews.

The Leader for more Able and Talented Learners works alongside teachers to provide tailored support to discuss, plan and implement a range of assessment and moderation strategies.

### **Continuing Professional Development**

The Leader for the More Able and Talented continues to attend and take part in the NACE training and Challenge Clinics, whilst further working towards the Challenge Award, and training related to developing challenge in reading for the more able (Durham LA).

The Leader for the More Able and Talented continues to attend Local Authority Challenge Network Meetings in order to ensure that they and wider staff are aware of the latest information and curriculum developments in learning for the more able and talented.

Staff are also provided with regular, planned, internal and external CPD opportunities where relevant and as appropriate.

## **Display and Resources**

Our school 'Climate for Learning in Classrooms' document, outlines the resources and display requirements for each classroom, which includes reference to specific resources and displays to support pupils' learning.

As part of this, questions raised by pupils that relate to their current learning (for example, in both English and Science) are displayed for everyone's continuous reference. A matrix to support the development of pupils' questioning skills (part of our Science display) forms an important scaffold for the development of more complex metacognition which is particularly useful for more able pupils.

Vocabulary for the development of positive learning behaviours (Building Learning Powers) is displayed so that pupils can use this in the communication of their understanding and see it celebrated and valued (winners names displayed).

There should be current and relevant pupils' learning on display in classrooms and in other areas of the school in order to encourage a positive attitude and enthusiasm towards striving for progress for all groups of children.

The value we place on the development of a growth mindset is celebrated on our Growth Mindset Tree display that is refreshed twice a year. It encourages children to have aspirations, both long and short term, and self-respect.

## **Parents and Carers**

We recognise that parents make a significant difference to children's progress across the curriculum and beyond, and encourage this partnership. At the start of each academic year, Coffee and Cake Meetings for parents are held, linked to learning for all - including the more able - so that standards and expectations are clear and to encourage parental support.

### **Involving Parents and Carers**

Communication with parents is paramount and is an embedded part of the process of identifying and supporting our more able and talented children.

This communication takes the form of regular discussions that take place between the class teacher and parent/carer either through Parent Consultation Meetings (PCM) or more informal meetings, e.g. telephone communications. Parents will be informed (during the PCM) when their child is identified as having a specific ability or talent. Staff work together with parents/carers to determine appropriate provision to ensure that their child is being adequately challenged, so they remain motivated in their learning. As part of this ongoing process, in the same way, parents and carers will also be informed (by the class teacher) if a child's level of attainment falls below a level considered to indicate exceptional ability or potential. An Individual Challenge Plan (ICP) may be considered appropriate to best support pupil progress for some of

these pupils. Such a plan would be created by class teachers in consultation with both the pupil and their parents/carers. An ICP may also be created when a pupil is considered exceptionally able or talented.

To foster further links with parents and carers, the school has its own established website to share information, showcase the children's work and inform parents and carers of key information etc. The school posts newsletters on the school website each half term, and produces them in hard copy for distribution to those parents who have requested this facility. The newsletter regularly features a Big Blue Box of Brilliance as a location in which parents can pass on information about their child's progress or achievements outside school.

### **Homework**

Staff in school also work closely with parents and carers to signpost them to appropriate extra-curricular activities. Moreover, home learning is appropriately planned and monitored to meet the individual needs of all children. To enable parents to support their children, reading records are provided and parents are encouraged to monitor their child's reading habits by recording at regular intervals. Spellings are also provided on a weekly basis, as is appropriately differentiated Maths homework.

### **Our Governing Body**

There is an identified Governor for Learning for the More Able and Talented who liaises with the Leader for More Able Learners on a regular basis.

The Governing Body will provide support and challenge and are kept up to date with developments in the learning for the more able through meetings with the Leader for the More Able, through the Head Teacher's Report to Governors, subsequent discussions during Full Governing Body Meetings and Curriculum and Standards Committee Meetings.

The Governing Body will be provided with regular updates re: the implementation and monitoring of this policy.

The Curriculum and Standards Committee will ratify and review the policy.

### **Conclusion**

At Timothy Hackworth Primary School a whole range of experiences and opportunities will be provided for all pupils in and across a broad and balanced curriculum which reflects school, local, national and global perspectives.

The curriculum offer is routinely reviewed to monitor its Intent, Implementation and Impact.

All children have the right to a high quality education; our policy for More Able and Talented Learners is designed to ensure that all pupils have access to this right.

***Review Date: November 2021***