

## More Able and Talented Policy

### Introduction

More able and talented pupils require greater support in learning than that provided for the majority of pupils. These pupils include those who are more able across the curriculum and may be capable of achieving above the expected level in the end-of-key-stage teacher assessments. They also include those pupils who show ability, aptitude, or are particularly talented in one or more specific areas of the curriculum.

### Aims and objectives

- To provide more challenging and individualised learning experiences to help more able and talented pupils to achieve the highest standards.
- To improve the use of data and assessment to identify, track and monitor the progress of more able and talented pupils throughout their school career.
- To build on existing transition arrangements between year groups and from our school to Bedford Academy to provide more appropriate challenges for more able and talented pupils.
- To improve parents' understanding of how they can better support the education of their child.
- To use professional learning communities to share best practice in the education of more able and talented pupils.
- To provide training for school leaders, teachers and support staff on how to address the needs of more able and talented pupils.

### Identification of more able and talented children

Children are identified as More able and Talented when they achieve a level of 'embedding' or 'exceeding' with regards the core and foundation subjects within their year group expectation.

Each teacher regularly reviews the children's progress and records this electronically. Teachers discuss the children's progress with parents at the termly parent consultations. Identification also occurs through information gathered about children's abilities within activities that take place outside of school. Such information is requested at the beginning of each school year. Children are encouraged to bring in certificates, medals, trophies etc. to our weekly celebration assembly on Friday.

Children with a particular aptitude in extra-curricular activities are selected first for clubs and additional opportunities linked to their abilities. Other opportunities are sign-posted to parents.

We aim to promote achievement of more able and talented pupils by:

- Early identification, with a record of pupils listed as having an aptitude for areas of the Curriculum, who may be referred to as more able and talented.
- Informing and working with the parents and child to support the individual's needs.
- A consistent, whole-school approach to learning by teachers and support staff. These approaches include differentiating in the classroom, the use of flexible timetabling which allows pupils to choose activities that appeal to them and to mix with children of different ages.
- Good transition links between year groups to raise teacher expectations and provide suitably challenging work for more able and talented pupils.
- Offering opportunities to experience a range of educational visits that further enrich and develop learning. Opportunities include a broad variety of sports festivals, a residential trip and other visits and in house workshops to support aspects of our curriculum.
- Using and building upon close links with local Primary Schools and Bedford Academy for enrichment events.

### Management strategies

One teacher co-ordinates the provision and practice within the school for more able and talented children. The coordinator's role includes:

- monitoring teachers' planning to ensure that suitable tasks and activities are being undertaken by more able and talented children across all curriculum areas;
- regularly reviewing the teaching arrangements for more able and talented children;
- monitoring the progress of more able and talented children through termly discussions with staff;
- supporting staff in the identification of more able and talented children;
- providing advice and support to staff on teaching and learning strategies for more able and talented children;
- liaising with parents, governors and LA officers on issues related to more able and talented children.

The coordinator for our policy on more able and talented children monitors this policy on a regular basis (annually) and gives feedback to the governing body (as per the annual monitoring and evaluation timetable). The monitoring includes feedback from parents and children and evaluations of children's work. The coordinator collects samples of work from more able and talented children in order to demonstrate the standards that they are achieving.