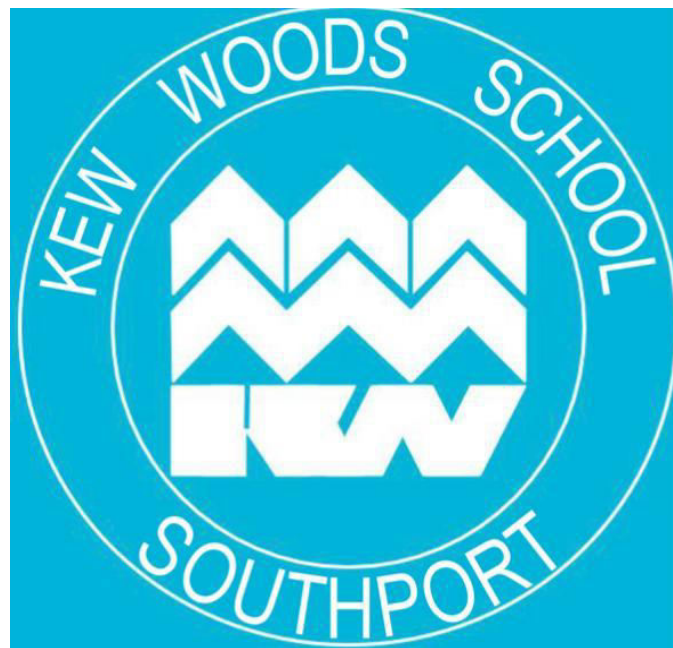


KEW WOODS PRIMARY SCHOOL



Most Able and Talented Policy

Revised September 2015

Introduction

Kew Woods is an inclusive school which aims to provide a curriculum that is appropriate to the needs and abilities of all our children. All our teaching and learning experiences are planned to facilitate 'challenge for all pupils' irrespective of individual needs and ability.

At Kew Woods we recognise that some pupils make progress at an enhanced pace or have individual talents and therefore we provide additional learning opportunities are important for allowing these talents and skills to flourish.

Whilst we recognise and cater for these particular children in our school, at the same time we respect the right of all children, irrespective of differences in ability, to access a number of areas of learning, and to develop the knowledge, skills, understanding and attitudes that are necessary for their self-fulfilment and eventual development into active and responsible adults. We set targets for English and mathematics and children are generally taught in ability groups, particularly at Key Stage Two. Teachers and support staff regularly review the progress of children, and children move between the groups as appropriate. This enables teachers to plan work that reflects the band of ability in each group.

We offer a range of extra-curricular activities for our children. These activities offer gifted and talented children the opportunity to further extend their learning in a range of activities. Opportunities include a range of sporting and musical clubs. Learning is also enriched through daily homework activities linked to the work being undertaken in classes. This offers teachers a further opportunity to set work at the level of individual children. The children will also have the opportunity to experience a range of educational visits that further enrich and develop learning.

Aims

Our aims are to:

- ensure that we recognise and support the needs of our children;
- enable children to develop to their full potential;
- offer children opportunities to generate their own learning;
- ensure that we challenge and extend the children through the work that we set them;
- encourage children to think and to work independently and collaboratively with others

Most Able Pupils

'Most Able' refers to a child who has a broad range of achievement at a level well above the average, typically in the more academic subjects of Literacy,

Numeracy and Science. Those children who are 'most able' often have very well developed learning skills and are able to learn new ideas and skills quickly.

Provision is made for 'most able' pupils within all class teaching through the use of questioning, group considerations and challenging differentiation.

In addition to this Kew Woods places a high emphasis on the use of 'thinking skills' to allow 'most able' pupils to consider different approach to problem solving as well as gaining leadership qualities by guiding other pupils in the class. The teaching of 'thinking skills' is embedded into the whole school ethos and each classroom has a visual display to use and prompt most able pupils throughout daily lessons. All pupils, including most able pupil, are encouraged to use different approaches to solving problems on a regular basis. These approached include the consideration of : benefits, cautions, creative approached, feelings, fact and an all round approach. The children wear different coloured thinking hats to allow them to visualise these different approached to thinking and problem solving.

Each half term all pupils take part in a 'No Pen Day'. This is centred around challenge for all pupils using thinking skills, particularly with the most able pupils in mind who will lead the activities. Pupils and staff are challenged to work without the use of writing equipment and computers in order to consider other means of communication.

Annually a 'Most Able Register' is updated by the Most Able and Talented Leader. Class teachers contribute their suggestions to the list along with assessment data. The 'Most Able Register' is circulated to subject leaders so they may offer pupils additional curriculum opportunities such as external visits which occur throughout the school year.

Talented Pupils

'Talented' refers to a child who excels in one or more specific fields, such as sport or music; these are typically those areas of the curriculum that require performance skills. A 'talented' child does not necessarily perform at a high level across all areas of learning and their talent is not necessarily an activity which takes place throughout the school day e.g. a child can be 'talented' if they perform sports such as taekwondo to a high standard outside of school.

Annually a 'Talented Register' is updated by the Most Able and Talented Leader. Class teachers contribute their suggestions to the list along with records of awards celebrated by pupils in school. The 'Talented Register' is circulated to subject leaders so they may offer pupils additional curriculum opportunities such as external visits which occur throughout the school year.

Identification of More Able and Talented Pupils

We use a range of strategies to identify Most Able and Talented pupils. The identification process is ongoing and begins when the child joins our school. Each child's pre-school record gives details of their achievements and interests in particular areas. Discussions with parents and carers enable us to add further details to these records.

Children undergo baseline assessment within the first two weeks of joining our reception class in the autumn term. This gives information about their developing skills and aptitudes across several areas of learning. We discuss each child's baseline assessment information with the parent, and use this information when planning for individual needs.

As the children progress through the school, we test them regularly to ensure that they are making the sort of progress that we are expecting of them in their personal targets.

We identify them as Most Able or Talented children when they achieve high levels of attainment across the curriculum, or in particular skills or aspects of subjects. This identification make take place during termly Pupil Progress Meetings.

The children undertake national tests in Year 2 and Year 6, plus the optional national tests in Years 3, 4 and 5. Teachers also make regular assessments of each child's progress.

Teachers discuss the children's progress with parents at the termly consultation afternoon/evenings, and report annually on each child's progress in July.

Aptitudes in English and mathematics

Most Able Pupils English often display the following skills (this list is not exhausted) :

- demonstrate high levels of fluency and originality in their conversation;
- use research skills effectively to synthesise information;
- enjoy reading and respond to a range of texts at an advanced level;
- use a wide vocabulary and enjoy working with words;
- see issues from a range of perspectives;
- possess a creative and productive mind and use advanced skills when engaged in discussion.

Most Able Pupils in mathematics often display the following skills (this list is not exhausted) :

- explore a range of strategies for solving a problem;
- are naturally curious when working with numbers and investigating problems;
- see solutions quickly without needing to try a range of options;
- look beyond the question in order to hypothesise and explain;
- work flexibly and establish their own strategies;
- enjoy manipulating numbers in a variety of ways.

Teaching and Learning Style

Management strategies

A nominated teacher co-ordinates the provision and practice within the school for Most Able and Talented children. The co-ordinator's role includes:

- ensuring that the Most Able and Talented registers is up to date;
- planning along side subject leaders to ensure that suitable tasks and activities are being undertaken by most able and talented children across all curriculum areas;
- regularly reviewing the teaching arrangements for more able and very able children;
- supporting staff in the identification of most able children;
- providing advice and support to staff on teaching and learning strategies for more able and very able children;
- liaising with parents, governors and LA officers on issues related to most able and talented children.

The co-ordinator for our policy on more able and very able children monitors this policy on a regular basis and gives feedback to the governing body.