ST LUKE'S PRIMARY SCHOOL MORE ABLE AND TALENTED POLICY

Love God. Love your neighbour as yourself: Be the Good Samaritan. Luke 10. 25-37

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Introduction

St Luke's is committed to providing a stimulating, challenging and bespoke curriculum for all children which allows them to flourish. We plan our teaching and learning so that each child aspires to the highest level of individual achievement and can articulate their knowledge and understanding clearly in an age-appropriate way. This is our continual drive. The ethos of high expectations and aspirations is central for all learners including 'more able' learners.

The purpose of this policy is to help ensure we identify and meet effectively the needs of those children who have been identified as 'more able' or 'talented'. This includes the identification of those children who have capacity to be more able. This may mean abilities in subject areas such as literacy, numeracy and science; as well as abilities in the arts and foundation subjects.

Aims and Objectives

Our aims are to:

- define the term 'more able' and 'talented' so that the school community is consistent in its use of terminology

- provide a culture of high expectations
- offer children opportunities to lead their own learning and enhance their metacognitive skills
- challenge and extend children's development through our broad and balanced curriculum, which is engaging, informative and exciting
- ensure children are extended through differentiation, feedback, questioning and marking
- offer children enrichment activities that will extend children's learning throughout the curriculum e.g. competitions, trips, workshops and external links.

Defining a 'more able and talented' child

Children who are performing (or who have the ability to perform) well above what is expected for their age/unique starting point are sometimes referred to as the 'more able' or 'talented'. These children show an exceptional ability at levels well above average. They may also present with different abilities in learning – e.g. greater independence, creativity in thinking about problems and challenges and so on.

'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.

We also recognize that not all more able pupils are obvious high achievers. Poor behavior and/or under achievement may also be indicators that a pupil is more able. The potential of some pupils may be masked by frustration, low self-esteem, lack of challenge and low teacher/parent expectation.

68 children at St Luke's are considered to be 'more able' or 'talented'. Provision is made for these children within daily class teaching, as well as enrichment or extension activities that promote their skills and talents even further. We ensure that they benefit from whole school approaches such as oracy, debating and discussion across the curriculum.

Social and emotional development is fostered in line with their academic or other potential through a PSHE curriculum and we are also a P4C school (philosophy for children).

Leadership, Monitoring and Evaluation of 'more able and talented' children

The monitoring of the effectiveness of what we do is distributed across the school. All teachers' work in this area is monitored and evaluated through rigorous performance management, underpinned by effective data analysis and interpretation. More able pupils are discussed at pupil progress meetings and subject leaders will also monitor pupils who are more able in specific areas.

The Senior Leadership team (SLT) place the highest premium on the achievement and progress of all children, including the 'more able and talented', and performance management processes for teachers are led by the SLT and subject/ area leads.

The inclusion and more able leader, Monica Dickman is a designated member of the SLT who is responsible for facilitating, monitoring and reviewing more able and talented children in the school. Provision and identification are then communicated to the Head teacher on a termly basis. There is a governor who monitors Equality which includes provision for more able and talented pupils who visits every term who works closely with Monica and the Head teacher.

Identification of the 'more able' and 'talented'

Alongside teacher assessment and data analysis, St Luke's uses the characteristics developed by the National Association for Able Children in Education (NACE) to identify 'more able' and 'talented' children within the school across the curriculum. See Appendix A for the identification criteria in all subjects. Identification is an ongoing process, and is reviewed regularly. A key element of identification is the involvement of the children themselves (e.g. assessing their strengths, needs and personal learning preferences). Termly teacher and parent meetings are held and allow opportunities to discuss any talents outside of the school environment that St Luke's can then support further.

All children undergo assessments on joining school. These give us information about skills and aptitudes across the various areas of learning, as well as ensuring that we are planning appropriately for the next stage of the child's learning journey. We discuss each child's profile with their parent/carer and use information about the child's learning and development at home/in the community in making our in-school provision.

Tracking and monitoring of the 'more able' and 'talented'

As children progress through the school, there is regular assessment using a variety of tools to ensure that they are making the progress expected of them (including national assessments in Year 2 and Year 6). Teacher assessment is used on a daily basis to discover where children are making progress above what would be expected of a child of that age/unique starting point.

SLT and class teachers monitors all children's progress on a termly cycle. During these meetings, children who are not achieving their full potential are identified and actions are discussed and put into practice. The more able and talented leader shares prior attainment information with class teachers to ensure progress continues over time. Children eligible for the pupil premium are also identified and targeted to ensure their full potential is met.

Within the school specialist teachers ensure a wide range of high quality opportunities in music, dance, art, football, guitar, debating and Spanish both within the curriculum and beyond the classroom.

Throughout the year, children are able to participate in and nominate themselves for a of school activities that celebrate individual talents.

These include:

- St Luke's has Got Talent every term
- Celebration Assemblies of school and home achievements
- Sporting competitions
- Debating competitions

In addition, St Luke's provides external opportunities for 'more able and talented' pupils through links with agencies. These include:

- Burnett News Club (The Economist)
- Arsenal Premier League Primary Stars
- Christ's Hospital School Guildhall Maths Challenge
- Access to tuition and challenge opportunities in Maths and Science from corporate bankers. A recent example is the Maths Treasure hunt for more able children which captured the interest of those with the ability to be more able who we were able to include. This was high level Maths challenge and fun with a lot of learning.
- We ask the children in an annual questionnaire if they feel they are treated equally and if we encourage them to be their best self and have a good mind set. We ask parents and carers if we meet their child's individual needs and ability too.

Teaching and Learning

The teachers at St Luke's carefully plan to meet the learning needs of their class. They provide all children with the opportunity to show what they know, understand and can do through e.g.

- open-ended tasks that allow the children to respond at their own levels
- an enrichment activity that broadens a child's learning in in a particular skill or knowledge area
- an individual activity within a common theme that reflects a greater depth of understanding, and where the children explain and reason through their approach to a problem.
- opportunities for home learning and challenge

The learning environment in each child's classroom provides opportunities for:

- self-direction and independent thinking
- problem solving
- collaborative learning, investigations and challenges

- experiencing failure or difficulty in a nurturing environment
- debate and discussion
- imaginative and creative work
- mastery tasks which will allow pupils to apply the curriculum in more complex and in-depth ways

Children are encouraged to develop their thinking and reflection abilities through differentiated and skillful teacher questioning focusing on analysis, synthesis and evaluation (see Appendix B: Roles and Responsibilities in Providing for the 'More Able and Talented'). Subject leaders keep up to date with innovation from the business world, other primary school and secondary school colleagues. They attend training at least once a year so they develop their specialism. In addition, they work with subject leader colleagues at Moreland and share expertise and resources.

Personal, social and emotional

At St Luke's we hold the social, emotional and personal well-being of our pupils very highly. We are aware that 'More able' and 'talented' learners can experience unique challenges and feel pressures to perform. To ensure that all learners are happy socially, emotionally and academically St Luke's provides opportunities for pupil voice and allows pupils to share their thoughts and feeling about their learning. Teachers will communicate any potential concerns with parents and can put in place appropriate actions such as learning mentoring or pastoral support.

Exceptionally able pupils at St Luke's

We understand that some children may be exceptionally able. These children may possess an extensive range of subject knowledge, show exceptional memory, understand abstract concepts from a young age and have an extraordinary degree of intellectual curiosity. To ensure the needs of these children are met, teachers will set challenging, creative and open-ended tasks based on rich and complex problem solving. These tasks will foster high levels of analysis, synthesis and abstract thinking and provide opportunities for pupil-led learning.

We also prepare exceptionally able and indeed more able pupils for challenging 11+ and entrance exams at independent secondary schools supporting their application for scholarships. The Head teacher provides interview practice too.

Partnership with Parents/Carers

Partnership with parents/carers in this area is essential. Many children who excel, for example, in sport or artistic pursuits out of school, benefit significantly from a coherent and coordinated approach to talent development. We reflect this dimension in our identification strategies by asking parents/carers to provide information about interests and activities out of school.

We are also committed to informing parents/carers when a child has been identified as 'more able'; indeed, this identification process is undertaken with them. Teachers regularly review the progress of children in their class against school and national data, and discuss this progress with parents/carers at termly parent-teacher meetings. They report annually to parents/carers on the achievements of the children in their end of year reports.

Appendix A: Identification of the More Able

To support teachers in identification, we have provided the following brief list of possible characteristics they may observe/assess. These are taken from NACE. This is not an exhaustive list, and teachers use their professional judgement and skill when identifying 'more able and talented' children.

English

More able learners in English may display a selection of the following characteristics:

• Read widely, fluently and independently

• Read with meaning, drawing on inference and deduction; can "read between the lines"

• Sensitive to the nuance of language

• Use language precisely, with technical accuracy

• Delight in the meaning of words

• Use extended vocabulary

• Show pleasure and involvement in experimenting/playing with language and manipulating language to effect

• Awareness of the special features of language, such as rhyme

• Write or talk in imaginative, lucid and cogent ways, showing flair and creativity

• Can express ideas succinctly and elegantly

• Grasp the essence of particular styles and adapt them to their own purposes

• Can display a sophisticated sense and appreciation of humour; this humour can be "quirky"; understand irony etc.

• Contribute with incisive, critical responses

• Can analyse own work

• Can produce written work that is substantial and the product of sustained, well directed effort

• Elaborate on content that is exceptional for their age

• Can engage seriously and creatively with moral and social themes expressed in literature

• Can justify opinions convincingly and challenge others' points of view • Strong communicative skills

• Articulate and confident speakers

• Very good listening skills

• Show enthusiasm and enjoyment in the subject; can be sensitive

Mathematics

More able learners in mathematics may display a selection of the following characteristics:

• Rapid and sound memorisation of mathematical material

• Learn and understand mathematical ideas quickly

• Reason logically: can verify, justify and prove

• Work systematically and accurately

• More analytical

• Recognise patterns easily and see the formal structure of a problem in a way that leads to ideas for action

• Use mathematical symbols accurately and confidently as part of the thinking process

• Make jumps in reasoning

• Think flexibly, adapting problem-solving approaches

• Demonstrate curiosity and enthusiasm for mathematical problems

• Make connections between the concepts they have learned

• Can take a creative approach to solving mathematical problems

• Reverse their direction of thought – may work backwards and forwards when solving a problem

• Communicate their reasoning and justify their methods

• Sustain their concentration throughout longer tasks and persist in seeking solutions

• Enjoy working at increased depth

• Adept at posing their own questions and pursuing lines of enquiry

• Take delight in numbers and use them in other areas of the curriculum, e.g. storytelling

• Enjoy mathematical puzzles and problems

Science

More able learners in science may display a selection of the following characteristics:

• Aware of how the context influences the interpretation of science content

• Recognise patterns and relationships in science data

• Can hypothesise/predict based on valid evidence and draw conclusions

• Decide quickly how to investigate fairly and manipulate variables

• Enjoy researching obscure facts and applying scientific theories, ideas and models when explaining a range of phenomena

• Recognise and process reliable, valid and accurate data; can explain why data is unreliable, invalid or inaccurate

• Inquisitive about how things work and why things happen

• Good observational skills

• Enjoy talking with the teacher about new information or ideas

• Think flexibly, generalise ideas and adapt problem-solving approaches

• Ask many questions

• Enjoy logical reasoning

• May be able to miss out steps when reasoning

• Strive for maximum accuracy in measurements of all sorts

• Use advanced and extensive vocabulary, including the use of appropriate language from other areas of the curriculum such as mathematics

• Put forward objective arguments, using combinations of evidence and creative ideas, and question other people's conclusions

• Extremely interested in finding out more about things around them

• Read widely on science or science fiction

• Have scientific hobbies and/or members of scientific clubs and societies

• Able to sustain their interest and concentration and go beyond an obvious answer with greater depth

• Able to evaluate findings and think critically; can be self-critical

• Easily bored by over-repetition of basic ideas; may approach undemanding work casually and carelessly

History

More able learners in history may display a selection of the following characteristics:

• Perform at levels of literacy that are advanced for their age

• Able to communicate effectively in different forms

• Use subject-specific vocabulary with accuracy and confidence

• Show particular skill at inference and deduction

• Able to make logical connections between events and people

• Good understanding of cause and effect

• Able to set both new and previously acquired information in a chronological framework

• Broad range of general and historical knowledge

• Can discuss the significance of events, people and changes

• Maturity in ability to analyse historical sources and organise historical information

• Able to demonstrate and use a wide and growing knowledge base

• Able to use several sources simultaneously with confidence and perception, including complex and ambiguous ones

• Keen awareness of the characteristics of different historical periods

• Able to question, challenge and develop own lines of enquiry

• Good grasp and understanding of historical interpretation

• Can make imaginative links between the topics studied in multiple subject fields

• Ability to hypothesise; can make judgements and justify them

• Can take on broad concepts

• Offer unexpected insights

• Willingness to search for new information and ideas

• Enquiring mind

• Can cope with tentative conclusions

• Developed sense of empathy and imagination

• Use visits to historical sites as a basis for further investigation

Geography

More able learners in geography may display a selection of the following characteristics:

• Understand concepts clearly; can apply this understanding to new situations to make interpretations, develop hypotheses, reach conclusions and explore solutions

• Understand geographical ideas and theories; apply them to real situations

• Communicate effectively using both the written and spoken word, in ways that are appropriate to task and audience

• Learn subject-specific vocabulary and use it accurately

• Reason, argue and think logically

• Able to manipulate abstract symbols and recognise patterns and sequences

• Use and apply mathematical principles and formulae to solve geographical tasks and problems

• Identify their own geographical questions and sequence investigations

• Understand, and able to explain, complex processes and interrelationships

• Enjoy using graphs, charts, maps, diagrams and other visual methods to present information

• Competent and confident in using the wide range of visual resources required

• Well-considered opinions on issues such as the environment and life in different places

• Wide-ranging general knowledge about the world and topical issues

• Able to transfer knowledge from one subject to another

• Creative and original in their thinking, frequently going beyond the obvious

Art and Design Technology

More able learners in art may display a selection of the following characteristics:

• Think and express themselves in creative, original ways

• Want to follow a different plan to others, challenge tasks given or extend their brief in seemingly unrelated directions

• Enthusiastic and interested in the visual world; have a strong desire to create in the visual form

• Driven by ideas and persevere until they have completed a task successfully, with little or no intervention from the teacher

• Take risks without knowing what the outcome will be

• Interested in the art world, art forms and culture

• Analyse and interpret their observations and present them creatively

• Work in innovative ways

• Enjoy experimenting with materials; able to go beyond the conventional and use materials and processes in creative and practical ways

• Communicate original ideas, insights and views

• Confidence in using a wide range of tools and techniques skillfully

• Keen to extend their technical abilities; sometimes get frustrated when other skills do not develop at the same time

• Explore ideas, problems and sources on their own and collaboratively, with a sense of purpose and meaning

• Make unusual connections between their own work and others' work

• Critically evaluate visual work and other information • High-quality making and precise practical skills

• Readily accept and discuss new ideas; conceptualise beyond the information given

• Identify the simple, elegant solution from complex, disorganised data

• Reflective and constructively self-critical

• Transfer and adapt ideas from the familiar to a new problem

• Capable of rigorous analysis and interpretation of products

• Conduct independent research to solve problems

• Work comfortably in contexts beyond their own experience and empathise with users' needs and wants

Physical education

More able learners in physical education may display a selection of the following characteristics:

• Use the body with confidence in differentiated, expressive and imaginative ways

• Good sense of shape, space direction and timing

• Movement is fluent and can be elegant

• High degree of control of their body; good control of gross and fine body movements and can handle objects skillfully

• High degree of motivation and commitment to practice and performance

• Use technical terms effectively, accurately and fluently

• Able to analyse and evaluate their own and others' work, using results for self-improvement

• High level of understanding of principles of health-related exercise and their application in a variety of activities • Particularly high levels of fitness for their age

• Specific strengths in particular areas, e.g. games or dance

• Able to perform advanced skills and techniques and transfer skills between activities

• Good decision makers; able to take the initiative; demonstrate autonomy, leadership and independence of thought

• Able to reflect on processes and outcomes to improve performance

• Take risks with ideas and approaches

• Show perseverance and commitment

• Involvement with a range of related extracurricular activities

• Understand the need for effective coaching

Music

More able learners in music may display a selection of the following characteristics:

• Captivated by sound and engage fully with music

• Select an instrument with care; may be unwilling to relinquish the instrument

• Find it difficult not to respond physically to music

• Memorise music quickly, without any apparent effort

• Able to repeat more complex rhythmical and melodic phrases given by the teacher and repeat melodies (sometimes after only one hearing)

• Sing and play music with a natural awareness of the musical phrase; the music makes sense particularly sensitive to melody, timbre, rhythms and patterns

• Demonstrate the ability to communicate through music, for example to sing with musical expression and with confidence

• Show strong preferences, single-mindedness and a sustained inner drive to make music

• Have the motivation and dedication to persevere and practice; show a commitment to achieving excellence

NB: Pupils more often show their musical talent through the quality of their response than the complexity of their response. Musical quality is very difficult to define in words, as music is a different form of communication from language. Therefore, musical talent is at least as much about demonstrating a higher-quality response within levels as about attainment at higher levels. Musical talent can be seen at every level of attainment. Those with a high ability in music show a particular affinity with sound. This type of ability is sometimes difficult to identify, especially when it is not combined with more general ability.

We endeavor to give our musically talented pupils the opportunity to take part in a musical performance outside of school. This year we sung with other London talented choirs at the O2 Young Voices performance which was a memorable, amazing performance. In the past, the choir and ensemble have worked with the LSO and the Barbican. This year our project with the Barbican was for Y5 talented children who worked with International artist Francis Alyss on his Children's Games' Exhibition.

Appendix B: Roles and Responsibilities in Providing for the 'More Able and Talented'

Each class teacher is responsible for:

- providing an active, creative curriculum with the opportunity for independent thinking and recording this on their planning, including ensuring Key Questions are designed to develop higher level thinking setting the highest expectations for progress for the 'more able and talented', relative to their unique starting points and learning trajectories
- exploring with the children their learning, next steps and success criteria – ensuring the children critically reflect on what they have learned, what they could change/improve and how they will know they have been successful
- keeping a list of children in their class who have been identified as 'more able and talented' and updating this as necessary
- encouraging the children to take risks, play with ideas and see setbacks/unexpected outcomes as fruitful learning experiences
- displaying examples of particularly good work, including work in progress, that have been annotated to show learners what makes it good
- nurturing the 'more able' both academically and socially/emotionally
- supporting children to set ambitious targets for next steps in learning
- monitoring the achievement of the 'more able and talented' including those eligible for the Pupil Premium
- providing effective feedback that leads to enhanced learning both verbally and through response marking (as relevant)
- liaising with parents/carers, engaging their support for their children's learning at home through sharing providing advice, support and guidance on enrichment.

Subject coordinators are responsible for:

- ensuring that curriculum statements and policies in their area include our approach to meeting the needs of the 'more able'
- keeping a list of gifted and talented children in their subject area
- monitoring provision for these children in their subject area, in consultation with the class teacher and 'more able' co-ordinator.

Monica- Inclusion and more able lead is responsible for:

- supporting staff in identification and monitoring of children who are defined as 'more able and talented', as well as teaching and learning (including homework) strategies to appropriately meet their needs
- keeping a school register of these children
- monitoring the attitudes and opinions of children and parents/carers towards provision for the 'more able and talented'; and increasing awareness of the differentiation and enhancement activities provided
- monitoring teachers' planning to ensure that suitable tasks and activities are being undertaken across all curriculum areas

- sharing information with staff and contributing to continuing professional development (CPD)
- contributing to whole school policy, provision, self-evaluation and resource allocation
- liaising with members of the community and other schools
- encouraging the development of suitable extra-curricular and extended activities.