

# KEW WOODS PRIMARY SCHOOL



Most Able and Talented Policy

## **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 offer a range of extra-curricular activities for our children. These activities offer most able and talented children the opportunity to further extend their learning in a range of activities. Opportunities include a range of sporting, musical and art clubs. Learning is also enriched through 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 all our children, including those who are most able or have a particular talent;
- enable children to develop to their full potential;
- offer children opportunities to generate their own learning;
- ensure that we challenge the children through the work that we set them;
- encourage children to think and to work independently and collaboratively with others.
- Encourage resilience in learning when faces with learning challenges requiring deep thinking and group work.
- Embed new learning into long-term memory by using regular opportunities to retrieve information and knowledge.

## **Most Able Pupils**

**'Most Able'** refers to a child who's achievement at a level well above the average, typically in the more academic subjects of Reading, Writing and Maths. Those children who are 'most able' often have very well developed learning skills and are able to learn new ideas and skills quickly. Children may be 'most able' in one or more subject areas.

Provision is made for 'most able' pupils within all class teaching through the use of questioning, group considerations and challenging differentiation. Knowledge organisers are used in foundation subjects to provide regular opportunity to revisit and retrieve key learning points so that children are able to recall from their long term memory and over time.

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, including Thinking Hats, 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 approaches include the consideration of: benefits, cautions, creative approaches, feelings, fact and an all round approach. The children wear different coloured thinking hats to allow them to visualise these different approaches 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. Most able pupils lead on these activities throughout the day which involve critical thinking, team work and leadership, public speaking and deeper levels of thinking. Pupils and staff are challenged to work without the use of writing equipment and computers in order to consider other means of communication.

Periodically pupils who are 'most able' in specific subjects will be invited to attend challenge work shops to develop their higher level thinking skills in the subject area of their strength. Parents will be informed of these work shops in advance.

Annually a 'Most Able Register' is updated by the Most Able and Talented Leader (K.Banks). Class teachers contribute their suggestions to the list along with assessment data. 'Most able' pupils are assessed against year group Milestones termly for core subjects (reading, writing and maths) and the emphasis on this assessment is the retention of knowledge over time.

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 (K.Banks). 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 Most 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 at least the progress that we are expecting of them in their personal targets. This includes formal assessments conducted by the head teacher and on-going teacher assessment which has a focus on knowledge retention over a longer period of time.

We identify them as Most Able or Talented children when they achieve high levels of attainment across the curriculum, or in particular skills, aspects or subject. This identification takes 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. Year 1 pupils take part in a Phonics Screening Check and Year 4 pupils complete a Times Table Check which can also contribute to the identification process. Teachers also make regular assessments of each child's progress with a focus on knowledge retrieval rather than creativity.

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 in English often display the following skills (this list is not exhausted) :

- demonstrate high levels of fluency and originality in their conversation;
- recall prior learning over time and within a different context;
- 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;
- recall prior learning over time and within a different context such as applying a new maths skills to a problem;
- 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.

### **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;
- 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.