



Policy for the Provision for More Able and Talented Pupils

Rationale and Philosophy

At Laurel Avenue Community Primary School we recognise that all pupils are individuals with their own strengths and weaknesses, gifts and talents. Within this range of individuality there are pupils who are more able intellectually than others, and pupils who are particularly talented in certain specific areas of ability.

Just as we need a policy provision for pupils with special education needs, so we need a policy for provision for pupils at the upper end of the ability range, who have their own special needs.

We believe that every child has the right to be included in a broad, balanced and relevant curriculum; and that each pupil is entitled to have the opportunity to be involved in appropriate education which challenges, motivates and rewards them, so that they can each fulfil their individual potential.

Definition of a More Able and Talented Pupil

Each child is unique and to attempt a single definition is to generalise too widely. The term "more able and talented" refers to 10-15% of the cohort in any of the following areas:

- ◆ *General intellectual ability*
- ◆ *Specific aptitude in one or more than one subject*
- ◆ *Creative or performing arts*
- ◆ *Leadership qualities*
- ◆ *Advanced social skills*

Identification

We identify these pupils so that we can provide effectively for them, and so that teachers can plan appropriate work and stimuli for them.

There is no single measurement with which to identify these pupils. In Laurel Avenue Community Primary School we use a combination of the following sources of information:

- ◆ *Teacher observation and assessment*
- ◆ *Checklists of characteristics*
- ◆ *Testing, such as SATs*
- ◆ *Background knowledge from parents and past teachers*

Aims

We aim to provide for these pupils:

- ◆ *Entitlement to appropriate education for each individual*
- ◆ *The opportunity to work at higher cognitive levels*
- ◆ *The opportunity to develop specific skills or talents*
- ◆ *The opportunity to experience a broader, richer curriculum*

- ◆ *Support and care for the whole child both socially and intellectually*

Monitoring

Once identified, the pupils are entered in our register of more able and talented pupils, which notes their particular abilities. This information is regularly reviewed and opportunities for further development considered.

Co-ordination

We have appointed a member of staff responsible for co-ordinating the work with more able and talented pupils. Their role is to:

- ◆ *Set up and maintain the register*
- ◆ *Monitor progress of those on the register*
- ◆ *Liaise with class teachers to support provision for more able and talented pupils*
- ◆ *Research resources suitable for these pupils, and generally support staff in providing for more able and talented pupils*
- ◆ *Develop a resource base as funds allow*
- ◆ *Keep themselves up to date in this field*

Provision

Again, this depends on the individual learning needs of the pupil. The following strategies will be applied as appropriate;

- ◆ *Acceleration*
- ◆ *Setting by ability, so that more able and talented pupils can from time to time, work together with others of similar ability; this will include working with older pupils where suitable*
- ◆ *Working with pupils of the same chronological age when not set, so that they are part of a peer group*
- ◆ *Withdrawal for individual support when necessary*
- ◆ *Special provision for exceptionally able pupils for specific teaching and mentoring including 'Early Bird' provision at 8.30 am*
- ◆ *Bright Sparks, run by Durham University students, offer the more able and talented pupils an opportunity to access a wide range of subjects including Latin and participate in student led visits to e.g. Durham Castle and Vindolanda.*

In Class Strategies

Teachers provide enrichment and extension opportunities for these pupils as part of their planned differentiation. This applies also to homework tasks. More able and talented pupils are challenged within subject areas.

Out of Class Activities

Laurel Avenue Community Primary School offers a variety of clubs providing opportunities and experiences not available in the classroom.

Partnerships with Parents

Liaison between parents and teachers to discuss the nature and quality of provision is encouraged.

Monitoring and Evaluation

- ◆ *Provision is monitored as part of the whole school monitoring process on an annual basis.*
- ◆ *Subject Co-ordinators and those teachers with pastoral responsibility provide the Co-ordinator with information as required.*
- ◆ *The Co-ordinator collates information about the progress of pupils and the quality of provision and evaluates this with the class teacher.*

Signed: H Walters

Coordinator: March 2017

Signed: N Dixon

*Chair of Teaching, Learning and Achievement Committee
Date: March 2017*

Review: March 2020