



St Thomas of Canterbury Catholic Primary School

Where every child is special

Most Able and Talented Pupil Policy

Policy compiled by:

Inclusion Leader

Date of last review:

Spring 2018

Review Date:

Spring 2021

The
CHILD



The whole
CHILD

Nothing but
the **CHILD**

OUR SHARED VISION

Every child at St Thomas of Canterbury is special and will achieve their full potential academically, socially, spiritually and emotionally through the provision of a loving community and rich and varied learning opportunities and the highest quality teaching and learning.

Every staff member at St Thomas of Canterbury will feel valued and enabled to provide the opportunities that we want for our children and to do so as part of a loving community which has the highest expectations of and for all.

Every Governor at St Thomas of Canterbury will feel valued and enabled to act as a critical friend to the School and to be accountable for the School's strategy. They will play a visible role supporting all children, their parents and staff at School and in the wider community, to provide the best environment possible for learning and spiritual growth.

OUR MISSION STATEMENT

God's love is at the heart of our Catholic School family.

We show this in our respect, kindness and love for others and by treating other people as we wish to be treated ourselves.

We will encourage everyone to be the best that we can be.

OUR AIMS

- To guide our children to grow in the love of God and build relationships that will enable them to make a positive contribution to the School and society.
- To develop an exciting, challenging and creative curriculum that produces confident and successful learners who are the best that they can be.
- To develop high quality learning that enables every child to flourish, to discover their talents and be lifelong learners.
- To establish a teaching and learning environment that encourages everyone to enjoy, to achieve, to be inclusive, to be healthy, and to stay safe.
- To nurture a strong partnership between home and School.
- To have respect and understanding for our School, our community and our world, helping our children to become responsible citizens and good role models.



OUR GOLDEN RULE

We treat others as we would like to be treated

Definition of Most Able and Talented

The purpose of this policy is to help ensure that we recognise and support the needs of those children in our school who have been identified as 'Most Able'

The DCSF (Department for Children, Schools and Families), the predecessor of the Department for Education (DFE) defines able learners as:

“Those children and young people with one or more abilities developed to a level significantly ahead of their year group (or with potential to develop those abilities).”

- **Most Able** learners are defined as those who have abilities in one or more subjects in the statutory school curriculum. They have the capacity for, or demonstrate, high levels of performance in a subject area.
- **Talented** refers to those children who excel in all other subjects for example Art, Sport or Drama

How children are identified and their needs determined and reviewed

We use a range of strategies to identify most able children. The identification process is ongoing, and begins when the child joins our school. In the EYFS, each child's pre-school record gives details of achievements and interests in particular areas. Information from baseline assessments carried out by class teachers within the first half-term of the reception year gives information about their developing skills across several areas of learning. Therefore, we can identify children who are likely to be most able.

Across the school, discussions also take place with parents and carers to enable us to gain further information about a child's ability.

Throughout all key stages, class teachers use prior attainment and current performance to identify children that may be most able and use on-going tracking assessment to monitor progress and to ensure challenge is provided through quality first teaching in the classroom.

The children undertake national tests in Year 2 and Year 6. Year 2 data provides teachers with a benchmark to identify those who are most able and are working at a greater depth within the curriculum. Teachers also make regular assessments of each child's progress in all subjects of the National Curriculum.

Class teachers keep regular records of the attainment and progress for all pupils in their class in Reading, Writing and Maths, and the progress and attainment of most able pupils is reviewed half termly in Pupil Progress Meetings. Teachers discuss the children's progress with parents at consultation evenings in October and February and report annually on each child's progress in July.

The Inclusion Leader coordinates the provision and practice within the school for most able children (as identified in the Class Photograph Books) and keeps an up to date register of talented pupils.

The Leader will

- Liaise with the SLT and teachers to develop the provision for the most able and talented
- Assist teachers in identifying most able and talented children
- Monitor the curriculum provided for the most able and talented, and track progress
- Contribute to the in service training of staff
- Liaise with external agencies



- Offer extra-curricular opportunities for the most able and talented
- Maintain a register of most able and talented children
- Provide teaching resources to support the most able and talented
- Liaise with other local schools and take part in initiatives for most able and talented children.

Provision for most able and talented children

Provision will be made for these children within the normal class teaching, but sometimes we will provide enrichment or extension activities to promote their skills and talents still further. The Mastery-learning model forms the basis of our approach to our curriculum. The National Curriculum is a mastery curriculum and we try to reflect this in all we do. This means spending greater time going into depth about a subject as opposed to racing through the things that all children should know. We provide deeper and richer experiences for children who are above the national expectation for their age. At our school children will not be taught content from the year group above them, they will spend time becoming true masters of content; applying and being creative with new knowledge and skills in multiple ways.

We offer a range of extra-curricular activities for our children. These activities offer our most able pupils 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 regular homework activities linked to the work being undertaken in classes. The children will also have the opportunity to experience a range of educational visits that further enrich and develop learning. We promote celebration of achievements by asking parents to inform the school if their child has an out-of-school award etc. We plan enrichment weeks when the normal timetable is suspended and cross-curricular projects, which offer pupils more challenge and responsibility

This policy of St Thomas of Canterbury School upholds the school's ethos and Mission Statement. It must be read in conjunction with and implemented in accordance to the school's policies for Health & Safety Equal Opportunities, Inclusion and Safeguarding. Copies of these policies are available from the school office, upon request.



Appendix 1

CHECKLIST FOR THE MOST ABLE AND TALENTED PUPILS

How can I distinguish the bright pupil from the gifted learner?

BRIGHT CHILD	GIFTED LEARNER
Knows the answer	asks the questions
Is interested	Is highly curious
Is attentive	Is mentally and physically involved
Has good ideas	has ideas outside of the box
Works hard	Plays around, yet tests well
Answers the questions	Discusses in detail, elaborates
Listens with interest	Shows strong feelings and opinions
6-8 repetitions to mastery	1-2 repetitions for mastery
Understands ideas	Constructs abstractions
Enjoys peers	Prefers adults
Grasps the meaning	Draws inferences
Completes assignments	Initiates projects
Is receptive	is intense
Copies accurately	Creates a new design
Enjoys school	Enjoys learning
Absorbs information	Manipulates information
Technician	Inventor
Good at memorizing	Good at guessing
Enjoys straightforward	Thrives on complexity
Sequential presentation	
Is alert	
Is keenly observant	
Is pleased with own learning	is highly self-critical



Appendix 2

GENERAL CHARACTERISTICS OF MOST ABLE AND TALENTED LEARNERS

He / She may:

- Be a good reader
- Be very articulate or verbally fluent for their age
- Give quick verbal responses (which can appear cheeky)
- Have a wide general knowledge
- Learn quickly
- Be interested in topics which one might associate with an older child
- Communicate well with adults – often better than with their peer group
- Have a range of interests, some of which are almost obsessions
- Show unusual and original responses to problem-solving activities
- Prefer verbal to written activities
- Be logical
- Be self-taught in his/her own interest areas
- Have an ability to work things out in his/her head very quickly
- Have a good memory that s/he can access easily
- Be artistic
- Be musical
- Excel at sport
- Have strong views and opinions
- Have a lively and original imagination/sense of humour
- Be very sensitive and aware
- Focus on his/her own interests rather than on what is being taught
- Be socially adept
- Appear arrogant or socially inept
- Be easily bored by what they perceive as routine tasks
- Show a strong sense of leadership
- And/or not necessarily appear to be well-behaved or well liked by others.

Highly Able and talented underachievers may tend to:

- Have low self-esteem;
- Be confused about their development and about why they are behaving as they are;
- Manipulate their environment to make themselves feel better;
- Tend towards a superior attitude to those around them;
- Find inadequacy in others, in things, in systems, to excuse their own behaviours.