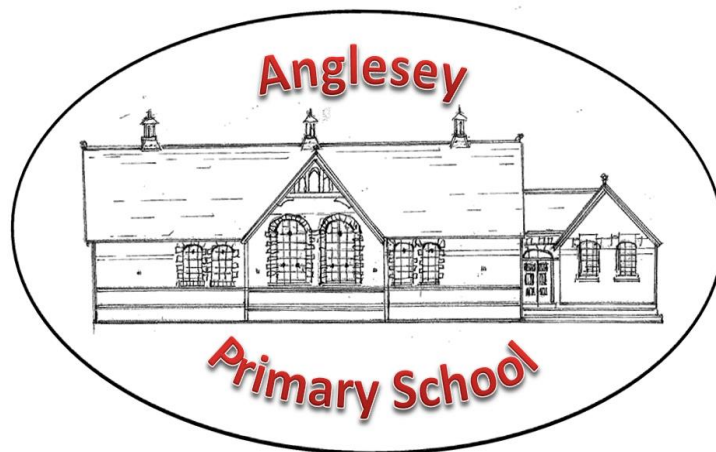


Anglesey Primary School



More Able and Talented Policy

Rationale

At Anglesey primary School we recognise that we have pupils with a range of abilities, including more able, most able and talented pupils.

Most able and talented learners are young people with one or more abilities developed to a level significantly ahead of their peers (or with the potential to develop these abilities). It is

important to recognise that these pupils are individuals, with their own unique strengths and weaknesses.

Aims

Anglesey Primary School aims to provide for the most able and talented pupils in the following ways:

- To identify our most able and talented children at an early stage
- To provide a secure, stimulating and structured environment in which all pupils can develop an enquiring mind and achieve high standards of work and feel secure enough to display their ability
- To encourage the use of differentiated provision in the classroom through curriculum enrichment and extension
- To encourage full participation and strive for excellence in academic, sporting, leadership and artistic endeavours
- To encourage children to develop interests through extra – curricular activities at school and in the wider community
- To liaise with parents , carers and educational agencies to promote the children's needs which must be met to realise their full potential

Definitions

- Children may be **Most Able and/or Talented** in diverse field (academic, creative, sporting, social, leadership).
- **Most Able children** would be working at an even greater depth than the majority of their peers in reading, writing or mathematics and beyond routine differentiated tasks and sometimes require additional and different provision including, in exceptional cases, working with a different year group of provision from recommended external providers
- **Talented** children demonstrate an innate talent or skill in a creative, sporting or leadership field

Identification

Identification should be a continuous, whole school process which is fair and transparent, does not discriminate against particular groups and is flexible enough to include pupils who join the school part way through the academic year, or are late developers

- At Anglesey Primary School we use a range of strategies to identify more able, most able and talented children
- It is based on the use of qualitative and quantitative data and value added measures
- The identification process is ongoing and begins when the child joins starts in the Nursery.
- A baseline assessment is conducted and gives information about their developing skills and aptitudes across several areas of learning.
- This is discussed with the parents and then used when planning individual needs.
- The children are monitored though out their school career to ensure they are on track
- Teachers regularly record progress in the child's pupil Progress Folder

Co-ordinator's Role

- To set up and monitor the children that have been identified as most able or talented and to make sure that the identification is up to date

- To monitor and review the curriculum and activities on offer to those children that have been identified
- To support staff in the identification of most able and talented children
- To feedback to the Senior Leadership Team and governors
- To monitor and review this policy

This policy will be reviewed annually.

Appendix

Aptitudes in English and Maths

Most able children in Literacy are identified when they:

- 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 the issue from a range of perspectives
- Possess a creative and productive mind and use advanced skills when engaged in conversation

Most able children in mathematics are identified when they:

- 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

N.A.C.E. (National Association for able Children in Education) identified the following characteristics, which they feel could assist in informing schools about pupils' wider potential.

- Possess superior powers of reasoning, of dealing with abstraction and generalising
- Have a greater intellectual curiosity
- Learn easily and readily
- Have a wide range of interests
- Have a broad attention span, persevere in problem solving activities
- Have a superior quality/ quantity of vocabulary
- Have the ability to produce effective work independently
- Exhibit keen powers of observation
- Show initiative and alertness
- Possess unusual imagination
- Follow complex directions easily
- Have reading interests that cover a wide range of subjects