

St Nicholas Catholic Primary School



Policy – 3.01 Able and Talented

<p>Ref T&L Summer 14 Review Summer 16</p>

For everyone who has will be given more, and he will have abundance. Whoever does not have, even what he has will be taken from him. Matthew 25:29

Introduction

This policy outlines the school's practice and procedures relating to the support of able and talented pupils.

Identification

The school recognises that "able and talented pupils are those pupils who achieve, or have the ability to achieve, at a level significantly in advance of the average for their year group". The school normally expects to identify approximately 10% of each year group as able or talented although this will vary from year to year.

Able children

The top 5% attaining children in each cohort in Key Stage 2 will be deemed to be 'able' in English, Mathematics, Science, if they are achieving levels that are well above the age related expectations for their year group.

Talented children

Children will be deemed 'talented' in Key Stage 2 if they show particular curriculum strengths in the following areas:

1. Art and design; Performing Arts; Music
2. Design and Technology; Information and Communication Technology
3. Physical Education

A pupil can be deemed able or talented even if they are not presently reaching their full potential.

Identification strategies

The Assessment Co-ordinator is responsible for identifying and marking children in Key Stage 2 that are 'able' using data on School Pupil Tracker.

Talented children in Key Stage 2 are identified as a separate group, through consultation with staff, pupils, and parents.

Parents will be informed if their child has been deemed 'able' or 'talented' in Key Stage 2.

The progress of 'able' children who have achieved above Age Related Expectations at the end of the Foundation Stage will be monitored throughout Key Stage 1 however parents will not be informed if their child is in this group, as it is not deemed beneficial to label children at such a young age.

Curriculum

Curriculum policies refer to the needs of pupils of different abilities and all teachers are expected to appropriately differentiate for all pupils in their class.

Extension activities may involve higher order thinking and questioning techniques, such as Blooms Taxonomy, and may be used to challenge children working alongside less able children on a similar task.

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The equal opportunities policy also describes the expectation that able and talented pupils are provided with a full, balanced and inclusive school and curriculum experience which responds to the requirement for personalised learning.

Organisation

We believe in the education of the 'whole' pupil with a focus on both their academic and social development (intellectual and emotional intelligence). All able and talented pupils are taught in the normal class for their chronological age.

Continuity and progression

We aim to ensure that pupils make maximum progress through differentiated planning and accurate assessment. Records are shared between teachers, across a Key Stage or year group and follow the pupil to the next class, year or school.

Inclusion

Able and talented pupils have equal access to all aspects of the curriculum and school life, and will be encouraged to take a full part. The school recognises that some able pupils may be keen to specialise early in some activities, such as in academic work, to the detriment of other experiences or subjects of the curriculum such as group performance, sporting activities or even going out at break-time to get exercise and fresh air.

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Homework

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Policy – 3.01 Able and Talented

<p>Ref T&L Summer 14 Review Summer 16</p>

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Policy Approved:

St Nicholas Catholic Primary School



Policy – 3.01 Able and Talented

<p>Ref T&L Summer 14 Review Summer 16</p>

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This policy outlines the school's practice and procedures relating to the support of able and talented pupils.

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Policy – 3.01 Able and Talented

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Policy Approved:

St Nicholas Catholic Primary School



Policy – 3.01 Able and Talented

<p>Ref T&L Summer 14 Review Summer 16</p>

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Able children

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Policy – 3.01 Able and Talented

<p>Ref T&L Summer 14 Review Summer 16</p>

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Policy Approved:

St Nicholas Catholic Primary School



Policy – 3.01 Able and Talented

<p>Ref T&L Summer 14 Review Summer 16</p>

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Policy – 3.01 Able and Talented

Ref T&L Summer 14 Review Summer 16

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Policy Approved:

St Nicholas Catholic Primary School



Policy – 3.01 Able and Talented

<p>Ref T&L Summer 14 Review Summer 16</p>

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Introduction

This policy outlines the school's practice and procedures relating to the support of able and talented pupils.

Identification

The school recognises that "able and talented pupils are those pupils who achieve, or have the ability to achieve, at a level significantly in advance of the average for their year group". The school normally expects to identify approximately 10% of each year group as able or talented although this will vary from year to year.

Able children

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Talented children

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Policy – 3.01 Able and Talented

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Policy – 3.01 Able and Talented

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This policy outlines the school's practice and procedures relating to the support of able and talented pupils.

Identification

The school recognises that "able and talented pupils are those pupils who achieve, or have the ability to achieve, at a level significantly in advance of the average for their year group". The school normally expects to identify approximately 10% of each year group as able or talented although this will vary from year to year.

Able children

The top 5% attaining children in each cohort in Key Stage 2 will be deemed to be 'able' in English, Mathematics, Science, if they are achieving levels that are well above the age related expectations for their year group.

Talented children

Children will be deemed 'talented' in Key Stage 2 if they show particular curriculum strengths in the following areas:

1. Art and design; Performing Arts; Music
2. Design and Technology; Information and Communication Technology
3. Physical Education

A pupil can be deemed able or talented even if they are not presently reaching their full potential.

Identification strategies

The Assessment Co-ordinator is responsible for identifying and marking children in Key Stage 2 that are 'able' using data on School Pupil Tracker.

Talented children in Key Stage 2 are identified as a separate group, through consultation with staff, pupils, and parents.

Parents will be informed if their child has been deemed 'able' or 'talented' in Key Stage 2.

The progress of 'able' children who have achieved above Age Related Expectations at the end of the Foundation Stage will be monitored throughout Key Stage 1 however parents will not be informed if their child is in this group, as it is not deemed beneficial to label children at such a young age.

Curriculum

Curriculum policies refer to the needs of pupils of different abilities and all teachers are expected to appropriately differentiate for all pupils in their class.

Extension activities may involve higher order thinking and questioning techniques, such as Blooms Taxonomy, and may be used to challenge children working alongside less able children on a similar task.

Children in Year 6 will be offered additional sessions in Level 6 Reading; Writing; Spelling, Grammar and Punctuation; and Maths skills to prepare them to sit Level 6 papers at the end of KS2 providing they have secured level five skills on entry to Year 6. Level 6 tests are extremely challenging for children in Year 6 and the skills required are significantly beyond those taught within the Primary Curriculum. Parents will be informed at the beginning of the academic year if their child is suitable but can opt out of Level 6 testing at any time if they feel it is not appropriate for their child.

The equal opportunities policy also describes the expectation that able and talented pupils are provided with a full, balanced and inclusive school and curriculum experience which responds to the requirement for personalised learning.

Organisation

We believe in the education of the 'whole' pupil with a focus on both their academic and social development (intellectual and emotional intelligence). All able and talented pupils are taught in the normal class for their chronological age.

Continuity and progression

We aim to ensure that pupils make maximum progress through differentiated planning and accurate assessment. Records are shared between teachers, across a Key Stage or year group and follow the pupil to the next class, year or school.

Inclusion

Able and talented pupils have equal access to all aspects of the curriculum and school life, and will be encouraged to take a full part. The school recognises that some able pupils may be keen to specialise early in some activities, such as in academic work, to the detriment of other experiences or subjects of the curriculum such as group performance, sporting activities or even going out at break-time to get exercise and fresh air.

We will encourage pupils to fulfil their potential in those subjects in which they are able or talented *without reducing* the breadth of their curriculum and personal experience.

Extension or extra-curricular opportunities

We aim to create a culture in which all pupils are encouraged to reach high standards and in which it is acceptable to work hard and be successful. To support this, the school organises extension opportunities for able and talented pupils and it regularly invites pupils to attend local Able and Talented Enrichment Courses.

The school will fund 75% of the cost of these courses where they are in receipt of Pupil Premium Funding for the child.

Homework

Homework is matched to the ability of the pupil and is set according to the school homework policy.

The role of parents and carers

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Personal and Social Education

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Leadership and management roles

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The assessment of pupils is based on the National Curriculum Level Statements, SATs, Cognitive Ability Tests and teacher assessment. We monitor the progress of able pupils to ensure they make appropriate progress. The headteacher and named governor will monitor the implementation and effectiveness of the Able and Talented Policy. Issues raised during the monitoring process will be reported to the governing body and addressed in the school improvement plan.

Review

This policy will be reviewed regularly in line with the school's policy review programme. The subject leader is responsible for reporting to the governors' curriculum committee about the quality of its implementation and its impact on standards. In the light of this, policy amendments may be made.

Signed:

Chair of Committee

Signed:

Chair of Governors

Policy Approved:

St Nicholas Catholic Primary School



Policy – 3.01 Able and Talented

<p>Ref T&L Summer 14 Review Summer 16</p>

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