



# Pikes Lane Primary School

## Most skilled/talented Statement of Practice

LEADING SCHOOL | LEARNING SCHOOL | INCLUSIVE SCHOOL | HEALTHY SCHOOL | EXTENDED SCHOOL | REFLECTIVE SCHOOL

Subject Leader: L.Withan  
Subject Link Committee: Standards Committee  
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## **Most skilled/talented Statement of Practice**

### **Aims**

At this school we aim to give children education of the highest standard, we aim for excellence in all of our school activities and encourage all children, whatever their ability to achieve the best they possibly can. At Pikes Lane Primary School, we are committed to providing a curriculum and environment, which encourages all pupils to maximise their potential and is appropriate to the needs and abilities of all. This policy helps to ensure that we recognise and support the needs of those children who have been identified as “most skilled” and / or “talented”.

### **Objectives**

Through this policy we strive to:

- Ensure that we recognise and support the needs of all of our children
- Equip children to develop their full potential
- Offer children opportunities to generate their own learning
- Ensure that we challenge and extend children through the work that we set them
- Encourage children to think and work independently
- Use appropriate assessment of children's abilities and needs
- Link with other agencies and schools that may help the development of identified children
- Foster growth mindsets/learner profile skills

### **Definitions**

Our register acknowledges the difference between the definition of most/more skilled and talented by separating the definitions. This supports our planning and assessment procedures, which has a positive effect on teaching and learning.

#### Most skilled

A most skilled pupil is one who has the capacity for, or demonstrates significantly higher levels of performance in an academic area than the vast majority of pupils, who are the same age.

Children are considered to be most skilled if they are working at a level which is in line with the year above their cohort. This tends to be the top 5-10% of pupils. In each year group, the level at which a child would be considered to be most skilled is variable, as this is dependent on the average attainment of the rest of the cohort, which could alter year on year.

#### More skilled

These are the children who are working above their ARE (achieving highly but still within their years KPIS) but not significantly above, as the most skilled are. These children are identified and their needs are catered for with high quality teaching and learning opportunities.

## Talented

A talented pupil is someone who excels in the following talents:

- Sporting
- Vocational
- Artistic (music, art, drama)
- Entrepreneurial
- Personal/interpersonal

These talents would be judged by a relevant professional with expertise in that field (i.e. a sports coach or specialist music teacher).

## **Identification of more skilled and talented children**

Before identifying any child as being most skilled talented in a particular area, we aim to ensure that all children have had the opportunity to learn and succeed. This makes the identification process fair and offers the same opportunities of experience, external provision, extension activities etc, open to all.

### Teacher nomination

Judgments will be based on analysis of information from nursery schools, previous teachers, interaction with children, parents and professionals, ongoing formative assessments, tracking data, collation of evidence and a range of formal and informal tests.

### Specialist teacher/agency identification

We have specialist teachers for PE, Music and Drama who will share their observations and knowledge of the children with other staff members. During school clubs coaches will also monitor the talent of individuals, sharing any findings with the Extended Services Manager.

### Parental nomination

The opinions of parents are highly valued and will be taken into consideration but will not be the sole method of identification. All parents consider their child to be special and may believe that s/he is displaying exceptional ability but the school often recognises that ability to be similar to that displayed by many other children.

### Peer nomination

Children are quick to recognise ability in others and so it is part of our inclusive philosophy to listen to the views of children about children when these are offered.

### Self nomination

Children can put themselves forward by sharing with staff information about a skill they have. This could be an interest or a club they attend outside of school.

Where a child self-nominates, more evidence would be sought: discussion with parents, certification etc.

## **Provision for the Most Skilled and Talented**

### Class based level

The following strategies are employed where appropriate:

- Varied and flexible groupings (i.e. Kagan)
- Differentiation by task, including homework (self regulation – ready, steady, go tasks)
- Differentiation by outcome
- Access to higher tier assessment papers/ activities
- Setting individual targets through assertive mentoring
- Extension and open ended activities
- Use of key questions
- Provision of challenging activities across the whole curriculum, including problem solving and investigation and most importantly, encouraging all children to become independent learners.
- Organising their own work
- Carrying out unaided tasks, which stretch their capabilities
- Making choices about their work
- Developing the ability to evaluate their own work and so become self-critical
- Developing skills set out in our Learner Profile: risk taking, effective communication, reflective thinking, collaboration and enquiry

### Whole School Level

Opportunities for extension and enrichment are being built into all aspects of our school provision.

We aim to:

- Create an ethos where it is ok to be bright
- Encourage all children to be independent learners
- Be aware of the effects of ethnicity, bilingualism, gender and social circumstances on learning and high achievements
- Hold high expectations
- Encourage and provide opportunities for children to develop growth mind-sets and model the use of language associated with this.

### School Based Provision

- School clubs (i.e. Whizz Kids)
- School councils / societies
- Interventions – specific additional focus on individual targets
- Enrichment opportunities (i.e. High School competitions)
- Opportunities for performance
- Specialist teaching
- Use of visiting experts

- Partnerships with secondary schools (Level 6 Maths group with Essa teacher)
- National competitions/ schemes/festivals

### **Role of the Co-ordinator**

Miss Z Speck co-ordinates the provision and practice within the school for the most skilled and talented children. The co-ordinator's role includes:

- Establishing and maintaining a most skilled and talented register.
- Analysing progress and attainment data
- Arranging suitable identification methods and monitoring / evaluating their effectiveness.
- Supporting staff with the identification of the most skilled and talented children
- Monitoring teacher's planning to ensure suitable tasks and activities are being undertaken by the most skilled and talented children across the curriculum.
- Regularly reviewing the teaching arrangements for most skilled and talented children
- Supporting colleagues in monitoring the progress of the most skilled and talented children
- Supporting the provision of enrichment and opportunities for all, to identify, challenge and extend the most skilled and talented children.
- Providing advice and support to staff on teaching and learning strategies for the most skilled and talented children
- Liaising with parents, governors and the LA on issues related to the most skilled and talented.

At Pikes Lane Primary School we uphold and teach pupils about British Values which are defined as:

### **Democracy, Rule of Law, Individual Liberty, Mutual Respect and Tolerance of those of different faiths and beliefs.**

These values are taught explicitly through Personal, Social, Health and Emotional (PSHE), and Religious Education (RE). We also teach British Values through planning and delivering a broad and balanced curriculum as part of our unique Pikes Lane Learning Journey.

We take opportunities to actively promote British Values through whole school assemblies and through ensuring that our curriculum planning and delivery includes real opportunities for exploring these values in every subject area.