



Bishop Bronescombe CE School



Policy for More Able, Gifted and talented pupils

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| Reviewed: | May 2017 | Written: | Sally Berry |
| Next review: | June 2018 | Governor responsible: | LGB |

School Aims:

At Bishop Bronescombe School we aim to give all children:

- + Access to a rich curriculum which enthuses and equips them for life as citizens in the 21st century.
- + Opportunities to explore their own developing Christian faith and to have respect for the faith of others.
- + High self esteem by feeling valued as a member of our school.
- + A sense of fair play, treating others with dignity and respect.
- + The chance to enjoy taking part in a vibrant, forward looking school, moving their learning forwards.

Bishop Bronescombe School Motto is: ***'Learning that lasts a lifetime.'***

General policy statement:

All staff, governors, volunteer helpers, students and visitors need to give due regard to all of the policies and practices adopted by the school. Whilst it is acknowledged that people other than staff cannot be expected to read every policy before a visit to the school, it may be that further guidelines are necessary in addition to the Visitor Policy, which all visitors must acknowledge and accept upon arrival. All staff carry responsibility for the welfare and success of the pupils in our school. Staff will advise anyone who is working alongside us of the necessary protocols, procedures and policies we follow.

Rationale

At Bishop Bronescombe School, we believe that every pupil is entitled to a broad, enriched and relevant curriculum, which promotes challenge and fosters enjoyment of learning. This is embedded in a supportive and stimulating learning environment. Each individual should have opportunities to make the greatest possible progress in academic achievement, and personal, social and emotional development and well-being. This incorporates making provision for our more able pupils, who have the same entitlement to an enjoyable and challenging school experience as all our children.

Definition

Currently, Ofsted uses the term 'More Able' in primary schools and 'Most Able' in secondary schools. The DfE and Ofsted define the 'more able' in terms of those whose progress significantly exceeds age-related expectations. However, we prefer to look beyond actual progress to include those who may be underachieving or whose skills and knowledge may extend beyond the school's measures of progress and curriculum. Exceptionally able pupils are those whose who have the capacity to achieve or perform at the very highest levels. (NACE – National Association for Able Children in Education, Feb 2016).

Identification

Schools are expected to identify 5-10% of pupils as more able in every cohort. Children will be identified using a range of techniques:

- + teacher observation and discussion
- + analysis of formative and summative assessments (Rising Stars/QCA tests)
- + tracking assessment
- + consultation with parents
- + information received from previous schools

Identification of more able children is used to inform the planning of work to ensure pace, rigour and challenge.

Although there is no requirement to have a More Able Register, schools are required to report on the progress and attainment of their more able pupils. At Bishop Bronescombe, pupils who have been identified by a teacher as being more able are entered onto a school register. We also believe it is good practice to inform the parent/carer of their child's inclusion on the register. Opportunities provided by parents' evening are used to further discuss what the child's strengths and needs are, how they might be supported at home and details of school provision.

The register is reviewed annually. It is a fluid working document and children will be added to it as others leave. If a pupil on the register appears not to be progressing at the expected rate, investigative procedures will be initiated. Removal from the register can occur, but will be handled sensitively to ensure that the pupil's self-esteem is not damaged.

Provision

Provision is a mixture of mastery - deepening and broadening, with opportunities for independent working and reflection; as well as acceleration. Each strategy has advantages and disadvantages for both the pupil and the teacher. Therefore it is with skillful consideration that they are employed, depending on the individual's needs. Acceleration means pupils working on the next academic year group objectives. This strategy will only be used if the pupil has complete mastery of the subject and the social/emotional maturity to cope.

Provision, however, is not only confined to the classroom. Meeting the needs of more able pupils can be promoted in other areas of school life; through taking responsibility, taking a leadership role, developing initiative and caring for others. At all times, citizenship is encouraged in day to day life at Bishop Bronescombe.

Children are assessed as to their ability to master year group objectives, they self assess within lessons and choose their own level of challenge.

More able children are given further opportunities to challenge themselves and be challenged through cross phase workshops which include secondary links for Y6.

Intervention groups are based on termly assessments and through pupil progress meetings, these include the employment of extra specialist staff.

Children have a voice in their learning and inform our action – for example through pupil conferencing, more able children in Y5/6 suggested that a real audience for their outcome adds stimulus to their learning. This is now policy.

Partnership with Parents

The involvement of parents and students in a partnership to support learning is crucial in determining educational outcomes. Where parents and pupils are actively involved with schools in the development and planning of the pupil's education, this education is more likely to prove successful.

To this end we will:

- discuss their child's inclusion on the school's register with parents
- liaise with parents at parent consultations
- report on progress annually
- communicate external opportunities for extension activities relevant to more able, gifted and talented pupils both locally and nationally
- discuss pupil participation in relevant activities outside of school which may involve absence from school
- communicate school's provision in our prospectus and annual report to parents

Equal Opportunities

All members of the school community should be aware that every individual has a right to be considered of equal value and be given equal opportunities regardless of: ethnicity, gender, social background, disability, belief, age or nationality. In the context of the school, we feel the most appropriate definition is that:

'Equal opportunity is the right of everyone to equal chances, and each individual is respected for who they are.'

Named Coordinator

Our coordinator is Mrs S. Berry

Our LGB has the responsibility of ensuring that more able, gifted and talented provision:

- is always on the agenda for teaching, learning and school management.
- is included in School Prospectus

Monitoring and Evaluation

Provision for more able, gifted and talented pupils will be a regular part of the school's monitoring of learning and teaching.

The more able, gifted and talented coordinator will review the progress of pupils identified on the tracking system termly. This will be done through meeting with a member of the SLT. The HoS will report to the Governors.

Process for Development and Review

This policy will be reviewed in accordance with our programme of policy review and as part of our annual review for the School Development Plan.