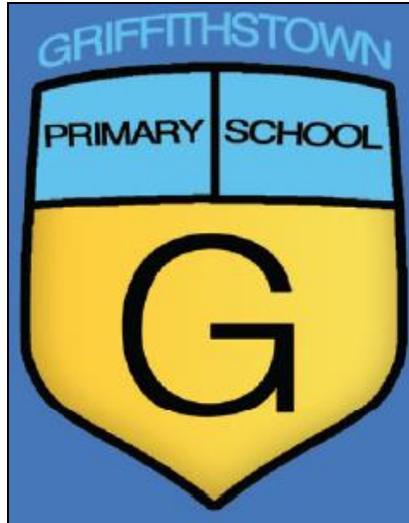


# GRIFFITHSTOWN PRIMARY SCHOOL



<b>Title</b>	<b>MORE / MOST ABLE AND TALENTED PUPILS' POLICY</b>
<b>Date</b>	<b>November 2016</b>
<b>Author</b>	<b>K Witherall</b>



**INSPIRE CHALLENGE ACHIEVE**

**MORE / MOST ABLE AND TALENTED PUPILS' POLICY  
GRIFITHSTOWN PRIMARY SCHOOL**

**Mission**

**Rationale**

At Griffithstown Primary School we recognise that we have more able and talented pupils. Individual pupils should be encouraged to develop their attributes, skills and potential within a learning environment that embraces equality of opportunity and provision. Abilities and talents will emerge in a wide range of subjects and fields: it is important to develop the whole pupil. Schools and individuals can thrive in a culture of ambition and aspiration.

## Aims

- To make early identification of our more able and talented pupils
- To promote the pupil's self-esteem
- To recognise and meet the whole pupil's needs
- To address specific skills and talents
- To widen opportunities and expectations by extending teaching and learning skills
- To celebrate the continued development of the school as a learning community
- To liaise with parents.

## Definitions

- **More Able and Talented** is the general term for this concept
- Pupils may be **more able and/ or talented** in diverse fields (academic, creative, sporting, social, leadership)
- **More able** pupils would demonstrate a higher ability than average for the class and are catered for through differentiated tasks and opportunities (referred in teachers' planning as the **Challenge** group)
- **Most able** pupils will be working at least two levels above the majority of pupils in the class and would sometimes require additional and different provision. This would be supported by an IAP, (Individual Action Plan)
- **Talented** pupils demonstrate an innate talent or skill in creative or sporting fields.

## Identification Strategies

- At Griffithstown, the identification of more able and talented pupils is informed by teacher assessment, results of standardised tests e.g. LNF, tracking of groups of learners, observations, national tests, Alfie tests, staff discussions, and information from parents. It is important that the identification process involves both test data and teacher assessment; as neither one or the other gives a full picture.
- Staff have a clear understanding of the distinction between “**more able**” (our *Challenge* group), “**most able**” and “**talented**”.
- We ensure that our judgements of more/most able and talented pupils are consistent by regular discussion and moderation.
- The More/Most Able and Talented register is updated annually.

## Roles and Responsibilities

### The More/Most Able and Talented Co-ordinators

- Our school co-ordinator is Mrs K Witherall. The co-ordinator:
  - monitor progress of the pupils identified on the register
  - lead staff discussion and awareness raising about the aims and expectations
  - liaise with class teachers, subject leaders and the Leader For Inclusion and negotiate Individual Action Plans where needed
  - purchase and organise resources where needed, maintain membership of specialist organisations e.g. NACE, keep abreast of new developments and have a knowledge of specialist facilities
  - offer advice and support for parents
  - produce an IAP for those most able/talented pupils who require additional and different provision
  - organise a MAT writers club
  - liaise with secondary specialist teachers from local comprehensive schools
  - keep parents informed of developments in school.

### Class teachers

- The class teacher will liaise with the More/Most Able and Talented Co-ordinators over the early identification of more/most able and talented pupils in his/ her class. Following identifying these pupils, class teachers will present the information to the MAT co-ordinator. ( It is important that this information is teacher assessment and test data, not one or the other. If the child is in year 1, then they can be given the ALFIE test for year 3 to support teacher assessment.)
- The class teacher will discuss planning for **most able** and **talented** pupils with the co-ordinators to ensure appropriate differentiation
- Class teachers will use a variety of strategies to meet the needs of more/most able and talented pupils (see section on **Learning and Teaching** below)
- Class teachers to pass on relevant information regarding MAT pupils during transition meetings with next class teacher
- Class teachers will inform parents that their child is on the school's More/Most Able & Talented register and explain why.

### Parents/ carers

- We want our parents/ carers to be aware that we are committed to meeting the needs of all our pupils
- Parents of pupils who are **most able** and **talented** will be made aware of this and their pupil's IAPs will be shared with them.

### **The pupil**

- The school aims to provide a stimulating learning environment for all its pupils, this includes the more/most able and talented pupil
- Most able and talented pupils will contribute towards the formulation of their I.A.P. and subsequent evaluations.

### **Governors**

- The governing body are responsible for monitoring and reviewing this policy.

### **Partnership and Communication**

- All most able and talented pupils are entered on the school's database.
- The school registers **most able** and **talented** pupils on the LEA database.
- This information is passed on throughout the school and to the next phase
- Class teachers liaise with the More/Most able and Talented Co-ordinators to ensure appropriate provision for these pupils
- The school share IAPs for **most able** and **talented** pupils with their parents/ carers

### **Organisation**

- The school's policy for more/most able and talented pupils works within the framework of the curriculum policy
- Teachers and pupils share expectations for lessons
- Staff make flexible and efficient use of resources
- Teachers deploy appropriate teaching styles (see below) with pupils and evaluate their outcomes
- Teachers use their assessments to inform future planning
- There is **sufficient differentiation for all pupils**, offering sufficient challenge for the more able, identified as the *Challenge* group.

### **Learning and Teaching Strategies for supporting the more able pupil**

Strategies include:

- Planning for differentiation – e.g. ability grouping for literacy and numeracy; numeracy groups are fluid and flexible to support concept strengths and weaknesses amongst all pupils
- Restructuring class organisation/pupil grouping - varying groups to suit tasks
- Extension opportunities

## More/Most Able & Talented Policy

- Questioning types (Blooms Taxonomy)
- Pupil initiated learning opportunities
- Differentiated teacher questioning to raise the level of challenge
- Targeted deployment of classroom assistants
- The teaching of thinking skills and adopting a problem solving approach
- Adopting a skills based approach
- Awareness of learning styles
- Special tasks of responsibility
- Home/school partnerships
- Support from beyond the school and visits by experts – e.g. music tuition, sports coaches etc.
- Fostering creativity
- Utilising thinking skills activities
- Use of more able and talented pupils as tutors e.g. reading with Y2 pupils.

### **Monitoring and Evaluation**

- All monitoring and evaluation reflects the school's self-evaluation procedures and MER policy
- The More/Most Able and Talented Pupils Register is regularly monitored and reviewed by the co-ordinators
- Pupils are aware of performance data and the IAP review process, when appropriate, so that they can be instrumental in setting their own learning targets
- The Governing Body comment in their Annual Review on progress and developments in implementing this policy.

Review: September 2018



# Individual Action Plan

## Pupil Details

**Name:**

**D.O.B:**

**Year / Class:**

**Date Referred:**

**Referred By:**

**Pupil Strengths:**

**Targets:**

- 

**Outcomes:**

- 

**Teaching & Learning Implications (Extension/Enrichment Activities):**

**Pupil Contribution:**

**Parent / Carer Contribution:**

**Date Of Review:**

**Evaluation Of Review:**

Signed: \_\_\_\_\_  
(pupil) (teacher) (parent / carer)

Date: \_\_\_\_\_