

Policy for More Able, Exceptionally Able and Talented pupils

Horspath C of E Primary School values and supports all of its members as individuals. It is a happy, welcoming and safe environment which promotes learning and self-confidence. We are a church school:

- Where children from all cultures and faiths thrive, learning skills and behaviours that will guide them their whole lives.
- That underpins teaching, learning and daily school life with the Christian values of forgiveness, respect for others, truth and a sense of accountability.
- Where all children from every background have the very best that the school community can give them so that they are challenged and inspired to achieve their full potential.
- A school that encourages work and play across the age range so that children and staff know everyone in the school community.
- A school that is a key member of our local community.

How do we decide which pupils are More Able?

More Able pupils in Foundation Stage were assessed as working above their age related expectation on starting school in September. In reading, writing and two aspects of maths they were working at the higher levels of the 40-60 month scale.

More Able pupils in Years 1 and 2 exceeded their age related expectations in reading, writing and/or maths at the end of their reception year.

More Able pupils in Years 3 to 6 exceeded their age related expectations in reading, writing and/or maths at the end of Year 2. These pupils achieved Greater Depth at Key Stage 1.

More able pupils are also identified from our tracking system if they make accelerated progress from the expected level.

How do we decide which pupils are Exceptionally Able?

Sometimes pupils show exceptional ability in one or more subjects. This may show in the tracking data for core subjects or be identified by their teacher. These pupils often require their class teachers to plan and prepare learning activities that are outside the scope of the normal classroom differentiation. We describe these pupils as Exceptionally Able.

An example might be: a teacher has recognised that a child is exceptionally able in geometry. Geometry is only a small part of the maths curriculum so this ability would not be obvious in maths assessments but the teacher will need to make sure that the child has appropriately challenging tasks in any maths lesson focussing on geometry.

How do we decide which pupils are Talented?

Talented pupils show an aptitude or flair for arts, music or sport. We ensure that we provide a range of opportunities as part of our curriculum, for specific activities beyond the scope of the school curriculum we signpost outside opportunities.

When planning sports events, music events, art events etc. staff will take into account what is known about pupils' talents.

The role of:

The Assessment Leader is to:

Monitor and Evaluate provision for More Able pupils and Exceptionally Able pupils.

Lead INSET as necessary to keep staff knowledge and practice up to date.

Three times a year, to monitor the progress and attainment of pupils identified as More Able and Exceptionally Able, individually and as a group.

Ensure that assessment tracking for Exceptionally Able pupils accurately reflects their attainment and progress by assessing against national standards set for much older pupils.

To implement strategies to ensure continued good progress.

The Headteacher is to:

Monitor and evaluate the provision for More Able and Exceptionally Able pupils during Pupil Progress Meetings with each teacher.

Ensure that Exceptionally Able pupils are adequately challenged within the classroom or whether they require additional tuition outside of the classroom curriculum.

Report to governors on the progress and attainment of these groups of pupils.

Each member of staff:

Ensure that they know which children are More Able and Exceptionally Able, and use this information to inform their planning to ensure that opportunities and challenge are provided for these pupils. This may require planning outside the normal scope of differentiation for Exceptionally Able pupils.

To ensure that pupil's talents are identified and celebrated in their annual written report.

Every parent:

To keep us informed of exceptional talents demonstrated outside of school eg, drama, martial arts, dancing.

To encourage and support their child with their learning.

All Governors:

To monitor the progress and attainment of the groups of pupils identified as More Able and Exceptionally Able.

To provide support and challenge to the Headteacher and Pupil Progress Leader to ensure adequate provision is made for More Able, Exceptionally Able and Talented pupils.

All Pupils

To have high expectations of themselves as learners.

To persevere with challenging activities that take time to achieve.

To provide role models for younger or less able pupils.

To share their skills and understanding with other pupils.

How does the school celebrate high academic achievement and pupils' talents?

Sports achievement is celebrated by participation in inter school competitions and the subsequent award of certificates, cups and trophies. Sport outside of school is celebrated by the presentation of certificates during weekly Family Assemblies.

Artistic talent is celebrated as part of the curriculum, in termly Topic Displays and in focus weeks. Pupils' artwork is displayed throughout the school.

Musical talent is celebrated through termly music assemblies. Certificates for music qualifications attained both inside and outside school are presented in weekly Family Assemblies.

Performing Arts are celebrated with an annual school play with auditions and parts awarded according to theatrical ability. Any awards or certificates for dancing, acting etc are presented during the weekly Family Assembly.

High Academic achievement is our aspiration for every pupil. High attainment is celebrated throughout the year in every classroom. An annual maths challenge is designed to showcase mathematical ability within the school. Winners are invariably gifted in maths.

Adopted May 2018

For review May 2020