

# WYKE PRIMARY SCHOOL

## Policy for More Able Pupils and Talented Learners

### Rationale:

The staff, governors and community of Wyke Primary School believe that every child has a right to succeed and that each child has valuable strengths to celebrate and share. This policy ensures that we recognise those children in our school who are 'More Able and Talented Pupils' and support their needs.

### Aims:

- To raise the expectations and aspirations of More Able Pupils and Talented Learners
- To have high expectations of achievement for these children
- To provide a challenging curriculum for all children of all abilities
- To provide opportunities for children to develop their higher level skills

### Definition

- 'More Able Pupils' refers to students who achieve, or have the ability to achieve, above average (compared with the attainment of other students in their year group at Wyke Primary) in one or more of the National Curriculum subjects.
- Talented refers to those students who achieve, or have the ability to achieve, above average in art, performing arts, physical education or in areas requiring visio-spatial skills, social skills or practical abilities, compared with the attainment of other students in their year group at Wyke Primary School.
- Pupils who may be working within the "mastery" band for the end of year expectations for their year group.

### Identification

A range of strategies is used to identify More Able and Talented children at all stages of their development. This is an ongoing process that begins when each child joins our school and is monitored and updated regularly. Strategies include:

- Teacher observation
- Talking to the children
- Discussion with parents
- Monitoring assessments
- Setting of challenging targets
- Identifying those children who have achieved to a high level within the tracking process
- Pupils showing signs of "mastery" within the curriculum

It should be remembered More Able Pupils can be:

- Good all-rounders
- High achievers in one area at one stage of their development
- Of high ability but with low motivation
- Of good verbal ability but with poor writing skills
- Very able but with a short attention span
- Very able with poor social skills
- Keen to disguise their abilities

### Staff Responsibility

- A commitment to improve their understanding to meet the needs of More Able and Talented children
- Develop a range of resources
- Keep parents informed of progress and listen to their views

**Organisation and Provision**

- Differentiation within subjects with planned extension and enrichment activities and tasks
- Development of independent learning by providing opportunities for children to plan, organise and carry out their own tasks, evaluate their work and become self critical.
- Providing rich deep learning tasks that challenge pupils appropriately, enabling them to use and apply learnt knowledge
- Involve children in the process of learning, encouraging them to decide appropriate areas for development
- Seeking advice for provision for truly 'gifted' children

**Extra Curricular Provision**

- Visits and residential experiences
- Visitors
- Inter school challenges and events

(This policy links to Articles 14, 17, 28, 29, 31 from the United Nations Convention on the Rights of the Child.)

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