



## **Brookfield Park Primary School** **Most Able and Talented Policy**

### **Curriculum Intent Statement (October 2019)**

*'Enriching lifelong learning by promoting resilient, confident and caring pupils!'*

AT BROOKFIELD PARK PRIMARY SCHOOL, WE WANT OUR PUPILS TO:

- *have high expectations and belief in themselves each and every day*
- *be self-motivated to acquire comprehensive mastery skills in communication, reading, writing and mathematics and to be committed to achieve the highest possible standards in all other subjects*
- *develop the curiosity and focus which enables them to build, retain and apply, with increasing fluency and independence, key skills and knowledge across the curriculum*
- *be resilient and persevere when facing challenges with confidence and optimism*
- *contribute to our school and community spirit, both today and in the future*
- *show tolerance and respect for all differences and diversity amongst our school, neighbourhood and the wider world*

All subject areas have carefully considered statements regarding their intent, implementation and impact. Within each subject area the learning needs of all children have been considered and steps are in place to enable the Most Able learners to access the subject area in a way which meets the aims and principles set out in this policy.

### **Principles Of Teaching And Learning For The Most Able And Talented Pupils**

At Brookfield Park we ensure all pupils are provided with every opportunity to reach their fullest potential. Through the provision of a broad, balanced and challenging curriculum we are able to identify and foster the gifts and talents of all of our pupils. We have the highest expectations for all learners and are committed to tackling under-achievement and to identifying and promoting excellence wherever it exists.

#### **What do the terms able and talented mean?**

The term **able** refers to those pupils who achieve above their age related expectations in one or more of the following curriculum subjects:

- Maths



- English
- Science

The term **talented** refers to those pupils whose abilities in art, music, dance or sport are above average.

On occasion a child may exhibit exceptional ability, skills and knowledge which could be considered to be even further above that of their peers. If this is the case, the term used to describe that child is **gifted**. It is not expected that gifted children will be identified in every cohort, every year as this is an exceptional child whose skills and knowledge are very advanced for their age. Where a gifted child is identified the learning experiences provided for that child would be tailored to meet their individual needs.

***At Brookfield Park we believe that when we raise expectations for the most able and deliver a curriculum that extends to meet their needs we are setting standards of excellence for others to follow.***

### Aims

- To provide a stimulating and inspiring learning environment that evokes high expectations from children, staff and parents.
- To provide challenging and enjoyable learning experiences which encourage higher order thinking, and enables all learners to reach their full potential, through a broad and balanced curriculum.
- To have high aspirations of children promoted by enhancing and enriching their ability to learn, their range of knowledge, their core skills, their intellectual curiosity, their creativity and their specific talents.
- To place an emphasis on children adopting a positive and independent attitude to learning whereby they are happy to display ability, take risks and experience failure or setbacks and are offered time to reflect on their learning.
- To ensure pastoral support is available both for most able children and those experiencing barriers to learning.
- To stimulate children through extra- curricular activities and through curriculum enrichment.
- To audit provision regularly through monitoring and assessment practices.
- To keep a single register with identified able, gifted and talented children, which is regularly up-dated and shared with all staff.
- To recognise under-achievement and to seek to remove it through a collaborative approach with all members of the school community.
- To train staff and to provide for these aims to be achieved.



### **What do we mean by challenge?**

**Challenge for Most Able pupils can be achieved by adding breadth, depth or pace, depending on the task in hand.** e.g we don't just do more of the same or harder questions, (this doesn't stretch the Most Able) we set class tasks which involve deepening the level of understanding for the Most Able and mastering the skills involved. We feel it is important for parents to understand that completion of a task doesn't always indicate a depth of understanding but that the way a task has been completed and the pupil's rationale behind their choices demonstrate secure and deeper knowledge and skills.

### **Partnership with Parents**

The Most Able register is a fluid document and children maybe added and removed due to reviews of the cohort, for this reason it has been agreed the Most Able and Talented register should remain confidential to teaching staff only. The list is not definitive and is to be used as a working document to target, monitor and support highly able children within the framework of equal opportunities.

However, it is the responsibility of all teachers to keep parents well informed of their child's progress and achievements. It has been agreed that pupil progress reports will identify where children's achievements exceed their age related expectations and where we consider a child to be Most Able, parents will be informed through discussions at parents evening.

The teaching staff at Brookfield Park Primary school endeavour to offer parents guidance about how to support, challenge and maximise every pupil's potential.

Parents should recognise that they can support their able child by:

- Telling the school about their child's talents and abilities beyond the classroom.
- Providing a suitable environment in which their child can study and encouraging good study habits.
- Seeking advice from the school, LA. or voluntary organisations when their child is experiencing difficulties.
- Encouraging their child to take part in worthwhile and varied out of school activities and experiences.
- Being aware that their child will need a variety of skills and experiences in order to fulfil his/her potential.



### **Identification of able, gifted and talented Pupils**

At Brookfield Park Primary School, we use a range of strategies to identify children who we believe to be able, gifted and talented. These include:

- Knowing each child as an individual in order to identify their abilities and talents.
- Termly assessment data which demonstrates consistency in their achievements.
- Termly cohort tracking data which allows us to identify children performing above their peers.
- Pupil progress meetings where individuals are discussed with members of the SLT.
- Discussions, both formal and informal, between classroom teachers including transitional meetings between classes.
- Information from previous class/school and/or pre-school records.
- Information from parents or carers.

Identification takes place early in the academic year and is reviewed at the end of each term; the review process is intended to identify children who are meeting their potential or underachieving. See **appendix 1** for a list of characteristics we would expect to find in a Most Able child, this list can be used as a guide to inform teacher assessment as to whether a child should be considered Most Able.

### **Extra-curricular activities**

All subject leaders ensure the curriculum is enriched with extra learning experiences. These are highly valued for all children but may enable identification of an unknown talents and can be particularly valuable for able and talented children, and include:

1. Club activities – curriculum subjects, performing, sports, recorders etc.
2. Activity days and workshops in or out of school.
3. Day and residential visits.
4. The use of specialists e.g. teachers from secondary schools, visiting artists and authors.

### **Provision for children identified as Pupil Premium**

The extra provision for Most Able pupils, who have also been identified as pupil premium, differs depending on their specific abilities and circumstances. Where possible we aim to provide access to extended learning opportunities for all of our Most Able children and will ensure that individual hardships will not prevent them from being included. Intervention will be provided for those identified pupil premium students who are Most Able and may not be reaching their potential.



## **EQUAL OPPORTUNITIES**

Brookfield Park Primary School ensures that appropriate provision is available to all children, regardless of race, colour, faith, gender or physical/medical impairment.

### **The Role of The Most Able and Talented Co-ordinator**

It is the responsibility of the Most Able and Talented Co-ordinator to keep a central record of the children who have been identified and ensure it is kept up-to-date and shared with all staff in order to inform the development of academic and pastoral support strategies.

The Most Able and talented Co-ordinator is also responsible for:

- Increasing teacher awareness of the needs of Most Able pupils
- Bringing issues related to Most Able pupils to the attention of staff as necessary and act as a point of reference for colleagues
- Reviewing the Most Able and Talented Policy
- Consultation with senior management, staff and governors
- Monitoring provision and planning with colleagues when necessary, an appropriate curriculum for the Most Able pupils
- Development of links with organisations and agencies who support able and talented.

### **ROLE OF GOVERNORS**

It is the role of the governing body to:

1. Ensure that this policy can be made to work.
2. Enable equality of opportunity for able and talented pupils.
3. Enable the sharing and expertise and the good practice in the teaching and management of able and talented pupils.
4. Ensure the fair distribution of resources.
5. Make sure that all relevant policies and documents refer to able and talented pupils.



## **Appendix 1**

As a staff we have agreed that the following list describes the characteristics exhibited by an able child. This list is not exhaustive, and we would expect Most Able children to exhibit some but not necessarily all of the following:

### ***General characteristics***

- displays excellent concentration
- pursues particular interests well beyond what is normally required
- retains new knowledge and learning
- demonstrates independence
- can be tenacious in their approach to tasks
- engages in class discussions
- has a secure knowledge of the basic concepts in each subject area
- displays stamina
- can often be good at many subjects and skills across the curriculum
- behaves well in all situations for all adults in school
- are actively involved in their own learning
- value and understand the purpose of learning
- have high expectations of themselves
- appreciate a sense of humour; often have a quirky sense of humour favouring the absurd; use subtle humour to great effect
- complete all homework set on time
- are calm and still

### ***Characteristics associated with science and other areas of the curriculum:***

- makes predictions and gives opinions based on facts and knowledge
- able to lead group projects
- use research skills effectively to synthesise information
- look beyond the question in order to hypothesise and explain
- have a natural interest in most things

### ***Characteristics associated with English:***

- uses varied and interesting vocabulary correctly both when talking and writing
- Uses the correct grammar when speaking and writing
- demonstrate accuracy in spelling
- enjoy reading and respond to a range of texts at an advanced level
- demonstrate fluency in writing
- have a vivid imagination



***Characteristics associated with Mathematics:***

- are naturally curious when working with numbers and investigating problems
- see solutions quickly without needing to try a range of options or to write anything down (they often don't see any point in recording their methodology)
- chooses from a bank of skills and strategies when problem solving

***Although we concentrate on the positive aspects of children's character, below is a list of less favourable characteristics which can also be common to some Most Able children:***

- show dissatisfaction with the results achieved, aiming for perfection
- challenge arguments and possibly appear to be disrespectful
- dislike challenge
- have a limited imagination owing to over reliance on processes
- feeling uncomfortable when a question or task is open ended
- prefer the company of adults
- dislike criticism of themselves/others
- have unnecessary worries
- become easily frustrated and resistant to repetitive tasks
- challenge arguments and possibly appear to be disrespectful
- show dissatisfaction with the results achieved, aiming for perfection
- can display quirky aspects to their personality
- not always as sociable and prefer their own company
- have a single interest which could sometimes be described as an obsession