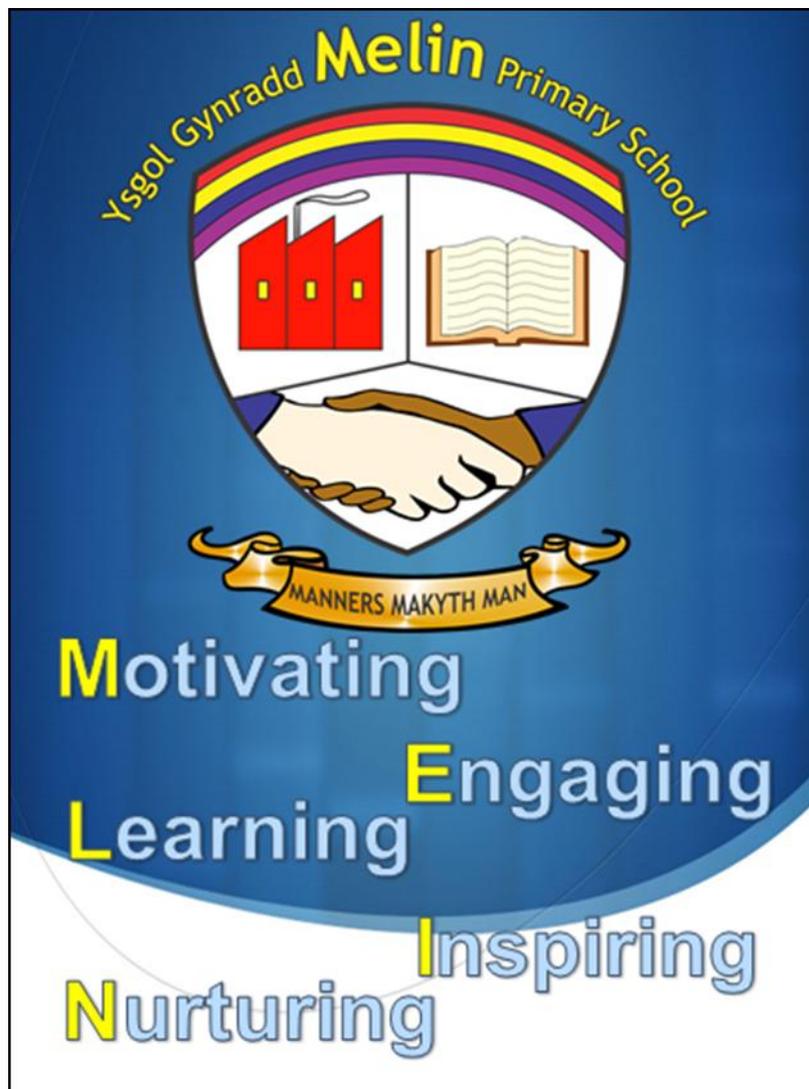
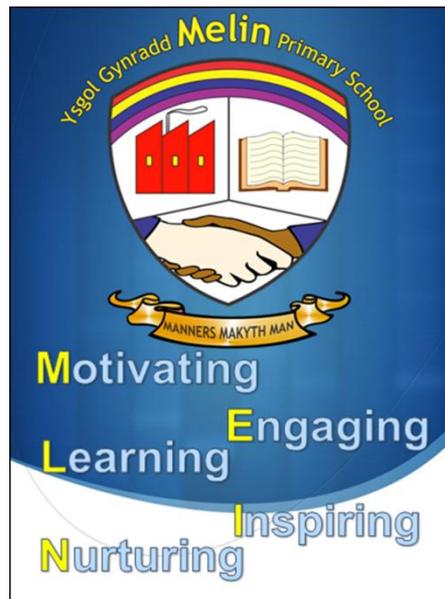


Melin Primary School



More Able and Talented Policy

September 2017



Beliefs and Values

At Melin Primary School we believe that the emotional wellbeing of the child, developed through a curriculum based on activity and experience is at the heart of learning.

We aim to provide a safe, caring and stimulating learning environment across the Primary phase in which children are given the best opportunities to develop into literate, numerate, digitally competent, creative life-long learners so that they reach their potential.

We work together with the adults in our children's lives to ensure that they are safe, happy and are empowered to make a change in their lives.

Definitions

Estyn report (July 2011) that in every school, there are more able and talented pupils who require greater support in learning than that provided for the majority of pupils. These pupils include those who are more able across the curriculum and may be capable of achieving above the expected level in the end-of-key-stage teacher assessments.

They also include those pupils who show ability or are particularly talented in one or more specific areas, such as music, drama, art or sport.

In this policy, the term 'more able' refers to a child who has a very high level of achievement in one or more academic subjects. Those children who are able often have very well developed learning skills.

The term 'talented' refers to a child who excels in one or more specific fields such as sport or music, but who does not necessarily perform at a high level across all areas of learning.

Aims of this policy:

Our main aims and objectives of this policy are:

- ensure that we recognise our 'more able' and 'talented' pupils and support their needs so that they meet or exceed their potential
- offer children opportunities to further develop their skills and talents through challenging and enriched activities
- encourage children to think and work independently.

The identification of 'More Able' and 'Talented' in Melin Primary School

At Melin Primary School we strive to develop literate, numerate, digitally competent and creative lifelong learners. We plan our skills based curriculum to meet the statutory requirements set out in the Literacy and Numeracy Framework. We provide the learners with opportunities to meet and hopefully exceed theirs and our own expectations.

We use a range of strategies to identify able and talented pupils. The identification process is on-going and discussion begins, if the child has attended Flying Start, even before the child joins our school. During pre-school tours with parents and meetings with Flying Start staff, opportunities are given to discuss their child's specific needs.

Children undertake baseline assessments within the first half-term of joining our Nursery and Reception class in line with Welsh Government requirements. Information about their developing skills and abilities across several areas of learning is used to create individual Foundation Phase Profiles for the pupils. We use this information when planning individual needs and targets.

As children progress through the school they are assessed regularly, in the form of teacher assessments and diagnostic tools such as the Middle Infant Screening Test (MIST) and Middle Infant Numeracy Test (MINT), to ensure that they are performing at an appropriate level and are making progress.

We identify them as 'more able' and/or 'talented' children when they achieve high levels of attainment across the curriculum, or in particular skills or aspects of subjects in line with Estyn and NACE advice.

In Melin Primary school, we use a range of information to form a body of evidence to decide if a pupil is 'more able'. Staff use information from assessments contained on Incerts, results from diagnostic assessments such as MIST and MINT in lower Foundation

Phase. As pupils progress through the Foundation Phase, information from Reading and Spelling tests (Schonell) add to the picture about the child's performance.

When the National Tests are sat, teachers, along with the teacher assessment, spelling and reading results, consider a high level of attainment to be a standardised score of 115 or above in subjects where achievement is recorded as a standardised score namely procedural mathematics, reasoning mathematics and reading. However, due to the 'standardised' element of the score, pupils with a score over 110 will be considered due to month of birth.

In subjects where standardised scores are not obtained, we consider a high level of attainment to be children working at a whole level above age related expectations (see table below). Foundation subjects are assessed annually and more able and/or talented pupils are recorded on the MAT register.

Talented pupils outside the school curriculum are recognized through their achievements in consultation with parents and outside agencies supporting the pupils. We celebrate these achievements in school and aim to appropriately support the pupils representing clubs or associations, recognising that time spent in appropriate events is in support of the pupils' development as a whole.

When identifying a child as more able and/or talented, opinions of class teachers and teaching assistants are always sought and treated as an important indicator of achievement as staff in the class hold more information about aptitudes and talents.

Year	Expected Level of Achievement	Minimum Criteria for MAT identification
Nursery	Outcome 2	Outcome 3
Reception	Outcome 3	Outcome 4
Year 1	Outcome 4	Outcome 5
Year 2	Outcome 5	Secure Outcome 6
Year 3	High 2/Low 3	High 3/Low 4

Year 4	Secure Level 3	Secure Level 4
Year 5	High 3/Low 4	High 4/Low 5
Year 6	Secure Level 4	Secure Level 5

Progress of MAT children is monitored each term with parents at the parents' evening and the progress of MAT pupils is reported annually to parents in July. Parents of children who have been identified as 'more able' and/or 'talented' are always informed and consent is gained to allow us to add their name to our register.

Teaching and Learning of MAT pupils within the Areas of Learning and Experience

Our teachers plan carefully to meet the learning needs of all our children. We give all children the opportunity to demonstrate what they know, understand and can do. We achieve this in a variety of ways when planning for children's learning by providing:

- a common activity that allows the children to respond at their own levels
- an enrichment activity that broadens a child's learning in a particular skill or knowledge area linked to the Cornerstones ILP
- an open ended individual activity within a common theme that reflects a greater depth of understanding and higher level of attainment within the ILP
- the opportunity for children to progress through their work at their own rate of learning.

Learning is also enriched through regular homework activities linked to the work being undertaken in classes. This offers teachers a further opportunity to set work at the level of individual children. Children will have the opportunity to experience a wide and varied range of educational visits that further enrich and develop learning.

Assessment, Recording and Record Keeping

Assessment of pupils across the school will be carried out using the Incerts Assessment system as part of our formative assessment procedures. The skills outlined within the teachers' planning will be assessed through a variety of methods, as outlined in our Assessment, Recording and Record Keeping Policy.

Assessment for Learning is an important part of the process to develop our pupils' independent learning skills. Teachers will plan carefully for opportunities for teachers, peers and pupils themselves to identify what they have done well and what they could do to improve. Pupils will then be provided with time to make these changes in all areas of the curriculum. A framework for AfL development is provided within the Assessment, Recording and Record Keeping Policy.

Additional Learning Needs and Inclusion

As a school, we believe in providing all pupils with opportunities to develop their skills, experience and learning in all areas of the Foundation Phase and National Curriculum. Reasonable adjustments will be made to enable all learners to take part in activities, with differentiation and adaptations made to ensure true inclusivity.

More able and talented pupils will have work differentiated appropriately within the subject areas. Teachers will liaise effectively with Cefn Saeson or Key Stage Two to ensure pupils are sufficiently challenged.

Resources

Staff are able to call upon the 'More Able and Talented Coordinator', provided by the Deputy Headteacher and also the ALNCo to help them plan differentiated work for the named pupils in their class. It is also feasible to consult the TLR holders for the Foundation Phase and Key Stage Two in the school for advice and support. Staff should also consult the staff working within the Areas of Learning and Experience for advice, guidance and to form links with Cefn Saeson Comprehensive if needed to challenge and extend learning.

The ALNCo and Deputy Headteacher coordinate the provision and practice within the school for more able and talented children. The coordinators role includes:

- overseeing a register of more able and talented pupils, and keeping it up to date (note: the register is dynamic and children may move on or off the register as their needs and progress change)
- monitoring teachers' planning to ensure that suitable tasks and activities are being undertaken across all curriculum areas by the higher achievers;
- regularly reviewing the teaching arrangements for these particular children
- monitoring their progress with the Headteacher through discussions twice a year with the class teachers
- supporting staff in the identification of these children
- providing advice and support to staff on teaching and learning strategies
- liaising with parents and carers, governors and LA officers on related issues.

Monitoring, Evaluation and Review

Monitoring of the implementation of this policy for MAT is the responsibility of the ALNCo and Deputy Headteacher together with the Headteacher and Inclusion Governor.

This policy will be reviewed annually or due to changes to statutory Curriculum orders, whichever is sooner.

T. Richards

September 2017