All children have a right to a challenging and appropriate education. If pupils have ability or abilities beyond the large majority of their peer group, they need a curriculum that goes beyond the standard curriculum.

**Our aim** is that more able pupils within Dormers Wells Junior School shall:

- be identified
- have their potential realised through work that is matched to their needs
- have opportunities to develop their skills and talents
- have their emotional/social needs considered alongside their intellectual needs
- have their progress monitored
- be supported by appropriately trained staff
- have their parents involved in the educational process (as appropriate)

The very notion of the term more able can be controversial. We have agreed to use the term More Able and Talented. It is a catch-all descriptor, which refers to students who achieve, or have the ability to achieve, significantly above average in one or more subject areas or domains, including areas outside the main curriculum.

**The school** acknowledges that exceptional ability may be subject specific or more general or in a particular skill area. Areas of ability can be usefully grouped thus:

- **Linguistic** – reading, writing, speaking, listening, factual recall;
- **Mathematical** – number manipulation, logical and sequential processes;
- **Naturalist** – hierarchical ordering, awareness of natural world;
- **Visual & spatial** – observation, artistic representation;
- **Musical** – musical appreciation, singing, instrumental;
- **Physical** – fine & gross motor skills, sports, creativity;
- **Social** – relationships, leadership;
- **Personal** – self-awareness, emotional intelligence.

We also recognise that those pupils who are more able and talented do not always show their ability. Such pupils are more able and talented even though their abilities may be hidden or remain as potential.

**Identification**

Given that there is no perfect single instrument to identify More Able and Talented students, very able students will be identified by making a judgement based on an analysis of various sources of information including:

- KS1 or KS2 teacher assessment, tracking, summative assessments teacher nomination (based on classroom observation, discussions with pupils, work scrutiny)
- Parental nomination

This information will be collated by the More Able and Talented Co-ordinator and will be made available to all staff. The More Able, and Talented register will be regularly reviewed and updated.

**Responsibilities**

The More Able and Talented Coordinator will take responsibility for:

- Maintaining the more able and talented register
- Liaising with parents / carers / teachers to help all parties to best understand how to provide the child with the best possible support
- Logging all enrichment activities and review provision
- Liaising regularly with senior leaders
Diversity - Opportunity - Respect - Moral Values -  Empathy - Resilience - Success

Dormers Wells Junior School
Policy for More Able and Talented Pupils

- Sharing information gained from attending local and national meetings
- Monitoring the progress made by gifted and talented students and ensuring that colleagues are aware of their needs
- Monitoring provision for pupils on the register
- Work scrutiny
- Delivering training to all staff on identification of More Able and Talented pupils

All staff will take responsibility for

Recording those More Able and Talented students they teach and consider their individual needs when planning lessons
Setting personalised targets for these students that address specific areas of weakness

Provision

The provision for pupils achieved at Dormers Wells Junior School in three different ways: acceleration, enrichment and extension.

Acceleration consists of enabling pupils to access work which would typically be for older pupils or that would require them to apply their knowledge in solving or addressing challenging tasks

Enrichment consists of broadening pupils’ education. For example, allowing pupils to study aspects of a topic which there would not normally be enough time to study, or adding extra subjects to the curriculum or providing experiences outside the core curriculum

Extension occurs when pupils are encouraged to develop more sophisticated thinking and reasoning skills. We enrich the curriculum for able, gifted and talented pupils in three ways:

- Schemes of work, termly and weekly plans outline where additional resources and materials can be used to broaden pupils’ appreciation of a topic
- Lunchtime and after school clubs which enable our pupils to broaden their knowledge and interests (e.g. Sports clubs, chess club
- More Able and talented pupils are invited to participate in inter-school master classes and challenge days (e.g. sports tournaments, Brilliant Club

- Enrichment visits and trips e.g. National Gallery

Monitoring and evaluation

The provision for the pupils and the outcomes achieved will be monitored by all teachers within their own subject responsibilities. The SLT and the Headteacher will monitor the progress of the identified more able pupils using various strategies including data and interviews with pupils, staff and parents.

When reviewing this policy, key questions are:

- Is the identification procedure operating effectively?
- Is a range of enrichment activities being provided?
- Is the work in the classroom being differentiated to provide challenge for all learners?
- Does the data at all stages show evidence of exceptional achievement?