

The Giles Junior School



Our Mission:

- To live life proactively
- To care for self and others
- To nurture learning for a lifetime

The Giles Junior School

Most Able, Highly able and Talented Policy

Status: non-statutory

This policy has been written following guidance from Lancashire County Council as recommended on the Herts for Learning 'New and aspiring co-ordinators for most able pupils' course .

Purpose:

All children have the right to a broad, balanced and relevant education which provides challenge and progression and takes individual differences into account. At Giles Junior School we aim to provide an environment which encourages all children to maximise their potential or personal achievements. We aim to support the most able, highly able and talented pupils through deepening and broadening their knowledge and understanding. Rather than pupils progress to the next year groups objectives, we aim to develop their thinking and reasoning skills through applying their skills and knowledge in a variety of contexts.

Definitions:

At Giles Junior School we use the terms:

- **'Most Able'** to refer to pupils who demonstrate or have the potential to work above their peers.
- **'Highly Able'** to refer to pupils who demonstrate exceptional ability in one or more areas, and represent 0.5% of the national proportion.
- **'Talented'** to refer to pupils who have an ability in the areas of music, art, design technology or PE.

A pupil may be most able, highly able or talented in a certain area of the curriculum e.g. design and technology. They may also have Special Educational Needs.

Identification

Most Able:

- A child who has attained Level 3 in reading, writing or maths at KS1 statutory assessment on the pre-2014 curriculum.
- A child who has attained A6 (on Herts for Learning Assessment System) in reading, writing or maths at KS1 statutory assessment on the post 2014 curriculum

Highly Able:

- A child who is attaining a A*, B*, C* (on the Herts for Learning Assessment System) in any subject. They will be classed as highly able in that subject.

Talented:

- Pupils who are working significantly above their peers in music, art, design technology or PE.

In addition to the above criteria, identification may also take the following forms:

- Classroom observations
- Discussions with parents/pupils

The identification process begins when a child joins our school and is ongoing.

A register of most able, highly able and talented pupils will be kept and reviewed annually. Discussions will be held at the end of the year pupil progress meetings to ensure children are meeting the criteria and identify any children with further potential.

Tracking and Monitoring:

In order to measure the impact of provision for **most able and highly able** pupils they will be tracked as a group/ individually throughout the year and their progress discussed in termly pupil progress meetings and monitored by SLT. Their progress will be reported to Governors at termly Curriculum Meetings for data to enable the Governors to monitor their progress. Most able assessment will be calculated and reported as separate groups for reading, writing and maths.

Talented and highly able pupils will be tracked by the class teacher and portfolios kept. These will be shared and monitored by the relevant subject leaders on a termly basis. An end of year report to Governors will indicate the findings of the subject leader.

Role of the Inclusion Manager alongside other subject leaders:

- Maintain the register in consultation with other staff and ensure a log is kept of provision given
- Monitor the appropriateness of the provision for pupils identified, and where necessary, make suggestions for how it can be enhanced further
- Produce, review and update policy documents for the school, reflecting current legislation within the parameters outlined in the National Curriculum
- To work with Senior Leadership Team and other subject leaders to develop resources and Assess Pupil Progress
- Keep staff fully informed of current thinking
- Organise continual professional development for all staff and lead in-house training sessions for provision of most able, highly able and talented. This may be completed in conjunction with other subject leaders.
- Be responsible for the most able, highly able and talented budget and ordering of all stock and resources

It is also the responsibility of the Inclusion Manager to work with other school leaders to provide additional enrichment activities through:

- Workshops with other schools
- Liaisons with secondary schools
- In-school enrichment days/weeks

Role of class teachers:

Class teachers are responsible for ensuring that teaching is pitched appropriately through accurate assessment for learning and that the most able, highly able and talented pupils are provided with opportunities to make progress in all elements of the lesson. As well as ensuring activities provided deepen and broaden the pupils' understanding they should provide opportunities to develop their thinking and reasoning skills. This may take a number of forms:

- Small group work extended by an adult
- Lunchtime clubs/activities
- After school clubs/activities
- Providing more open-ended activities
- Extending learning through higher order thinking skills

Activities for these pupils should be clearly identifiable in all subjects with pupils' names and activities highlighted in green.

Please also see subject overviews for additional suggestions to enrich the learning of most able, highly able and talented pupils in specific areas.

Conclusion:

The success of the policy will impact on the school's ethos. At Giles Junior School we want our pupils to achieve their full potential and our staff to feel confident in offering appropriate levels of challenge for our most able, highly able and talented.

Date for review: September 2019

Distribution:

- A copy of this policy will be distributed to :-
 - a) all school governors
 - b) all teaching staff
 - c) all School Office staff (as required)
 - d) all parents (on request)

Approved..... Date: 30th September 2015