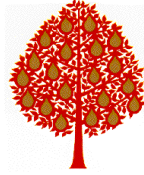


PERRYFIELDS INFANT SCHOOL



Helping each other to learn and grow

POLICY STATEMENT FOR MORE ABLE AND TALENTED CHILDREN

AIM

To ensure that all children are challenged with appropriate learning opportunities within an inclusive setting.

DEFINITION

All children are appropriately challenged through differentiated planning of children's work within the classroom. Teachers aim to make learning challenging and enjoyable, so that all children, including More Able and Talented, achieve their full potential.

As a broad definition the 'More Able' are those with high ability in one or more academic subject and the 'Talented' are those with high ability in sport, music, visual and/or performing arts.

Children may also have abilities, for example advanced social skills, thinking skills, leadership qualities that fall outside the given definitions.

Children are identified through:

- Teacher observation and assessment
- Background knowledge of the child by parents and previous preschools
- Careful tracking of children's progress
- Discussions with pupils
- Information of Children's achievements outside school.
- Specialist teachers

Celebration of achievements outside school is recognised through classroom celebration files and walls. Children are also encouraged to share achievements in Monday assemblies.

Recognition of high quality work at all levels through Celebration assemblies and Superstar awards.

As young children develop at varying rates, we do not feel it is appropriate to identify children as either more able or talented, for life.

REVIEW AND DEVELOPMENT

A child who has been identified will be put on the school More Able and Talented list. This list is flexible. Children may be added or removed from the register should their learning needs change. The area of ability will be recorded and shared with the child.

TRANSITION

The school will liaise with the junior school to provide information on More Able and Talented children.

EFFECTIVE LEARNING

Opportunities for effective learning and teaching for More Able and Talented children can take place through:

- An enriched and relevant curriculum
- A stimulating and meaningful environment
- The use of support staff in group work
- Discussions between teachers and children communicating high expectations and standards
- Helping children to formulate questions
- Targeted differentiation in planning
- Extended use of ICT
- In certain cases, providing the opportunity for children to work outside their usual working environment.

CLASS PROVISION AND DIFFERENTIATION

Enrichment/extension work is provided by all teachers in all classes as part of normal differentiation provision and quality First Teaching. Children may be grouped according to ability in order to promote learning. Differentiated work is built into lesson plans. Differentiation may be offered through the task set as well as through outcomes. Working with others of like ability is important. This can be made possible by group work, or by the use of setting. Differentiation should provide activities requiring higher order thinking skills. More Able and Talented children need to be challenged. The role of the teacher is vital in challenging the thinking of the More Able child.

CLASSROOM DIFFERENTIATION

- Teachers have high expectations
- Learning is designed to take account of levels of existing knowledge, skills and understanding
- Planning extension opportunities or open-ended tasks, not more of same, but instead of
- Questioning used effectively
- Small group work
- Grouping by ability
- Opportunities for children to work on higher order skills
- Differentiated homework
- Use of Assessment for Learning to increase the child's participation in planning and evaluation

MASTERY

Effective mastery across the curriculum encourages all children to reach their full potential by having a sound knowledge of a range of skills and a deeper understanding of all areas of learning. Pupils are encouraged to ask their own deep thinking questions and are given time to contribute.

SCHOOL BASED PROVISION

- School clubs – curriculum subjects e.g. PE, IT, Art, gardening etc.
- Enrichment/performance opportunities e.g. sport clusters, day visits, the use of specialists e.g. subject leaders, visiting artists and authors etc
- Partnership with junior school and secondary school

Subject leaders will offer advice to colleagues on working with More Able and Talented children in their curriculum area, where possible. From time to time we provide additional sessions for More Able and Talented children to give them an opportunity to work with children from other classes and year groups of a similar ability on open ended tasks.

INCLUSION

- We aim to provide for all children so that they achieve their full potential.
- We identify which children or groups of children are under-achieving and take steps to improve their attainment through LSA and SENCO support.
- More Able and talented children are identified and suitable challenges provided.

EQUAL OPPORTUNITIES

Children are all provided with equal access to the curriculum. They are provided with a fair curriculum regardless of gender, ethnicity and home background.

SMSC

At Perryfields Infants we recognise that the personal development of our pupils plays a significant part in their ability to learn and achieve their full potential. Therefore the spiritual, moral, social and cultural (SMSC) enrichment of all of our pupils is at the heart of our school's ethos and is embedded into all areas of our curriculum.

Cross-curricular links promote cultural development and understanding and effective differentiation.

BRITISH VALUES

National Curriculum subjects are taught in a cross curricular, creative thematic approach. All children are encouraged to learn about working together in pairs and groups and treating others with respect and tolerance, regardless of background and understanding rules within school and society in order to be prepared for life in modern Britain. Lessons, assemblies and the whole school ethos encourage children to learn about decision-making, making informed choices, debating and democracy and many school decision are influenced through the pupils voice which is through the democratic process of the School Council.

REVIEW

This policy will be reviewed according to the policy review timetable taking into account the national and school based initiatives.

Signed Chair of Governing Body

Dated