

WHITEHOUSE PRIMARY SCHOOL

Most Able and Talented Pupils Policy



Revised November 2019

Whitehouse Primary School Most able and Talented Pupils Policy

1 Rationale

At Whitehouse Primary School, we aim to provide a curriculum that is appropriate to the needs and abilities of all our children. We recognise that each child is unique, displaying a range of intelligences, talents and abilities. We plan to identify most able and talented pupils throughout the school. We will develop a range of strategies to facilitate this. We aim to create a positive school climate with high expectations of all pupils.

We respect the right of all children in our school, irrespective of differences in ability, to access a number of areas of learning, and to develop the knowledge, skills, understanding and attitudes that are necessary for their self-fulfilment and eventual development into active and responsible adults. We are committed to giving all our children every opportunity to achieve the highest of standards. This policy guides the way in which this happens for our Most able and Talented pupils.

2 Definition

We will use the term 'most able and talented' (in accordance with CCEA guidance) to describe learners who are achieving, or who have the potential to achieve, substantially beyond the rest of their peer group and/or demonstrate extremely high levels of ability compared to their peers across the entire population, as well as learners who show talent in one or more specific areas. All talents and gifts are equally valued and should be allocated equal time and resources. The identification of our most able and talented learners is linked to the context of our school.

Therefore, our 'Most Able and Talented' abilities will be in one or more of the following areas:

- General intellectual ability or talent;
- Specific academic aptitude or talent;
- Visual and performing arts and sports;
- Leadership ability;
- Creative and productive thinking;
- Mechanical ingenuity; and
- Special abilities in empathy, understanding and negotiation.

Our Most able and Talented learners are those pupils identified as being above the core of the class in any area (including the curriculum areas plus leadership creative etc.) These are the 20% or 6 learners in every class of 30 (approximate as each cohort will differ). These learners may be good in one or more area and those who have the ability to excel in one or more areas can be described as the top 2% (although not necessarily present in every class).

It is important to note that some learners will have 'Dual Exceptionality' and may appear on more than one school list. For example, a child could be included in the SEN register and still be described as MAT. At Whitehouse Primary School, we recognise this dual exceptionality and aim to provide for the needs of individual learners

accordingly.

3 Aims and objectives

At Whitehouse Primary School, Our aims are to:

- Ensure that we recognise and support the needs of our Most able and Talented children;
- Maintain high expectations of all pupils;
- Recognise that most able and talented pupils may display one of more of the following intelligences: 'linguistic, musical, logistical, mathematical, spatial, bodily or personal' (Howard Gardner 'Frames of Mind' 1983)
- Enable MAT children to develop to their full potential;
- Offer children opportunities to generate their own learning; ensure that we challenge and extend the children through the work that we set them and provide planned enrichment and extension tasks in all subjects for MAT children within the framework of the curriculum which will be shown in planning
- Encourage children to think and work independently;
- Promote individualised/personalised approaches to learning including problem solving activities, extra-curricular and whole school activities;
- Enable children to be fully involved in how and what they learn through developing and maintaining teacher/pupil relationship which encourages and questions personal reflection and the formulation of personal opinions.
- Recognise the value of a range of teaching and learning styles;
- Link with other agencies that may help the development of identified children and sign post to additional provisions outside of school provision, where appropriate

4 Identification of most able and talented children

Identification of MAT learners includes the use of:

- Foundation Stage Profile
- Results of SATs
- Baseline and progress tests
- Results of whole school assessment
- Performance in class
- Tracking data on internal systems
- Checklists
- Teacher identification
- Discussion with colleagues
- Links with parents
- Formal identification of sporting achievements e.g. swimming or gymnastics certificates
- Music or art assessment and achievements

At Whitehouse Primary School, we make sure the identification process is rigorous, transparent and fair. Where attainment is not high but there are indications of potential high ability, the school strives to identify that potential and nurture it.

The names of learners identified as MAT are recorded on a list so that their progress can be specifically tracked. Learners may be identified at any time and the lists are

reviewed during termly pupil progress meetings with class teachers. Pupils remain on the list unless they cease to fit the criteria at which point they will be closely monitored.

5 Teaching and Learning

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

- An activity that allows the children to respond at their own levels;
- An enrichment or extension activity that broadens a child's learning in a particular skill or knowledge area;
- An individual activity within a common theme that reflects a greater depth of understanding and higher level of attainment;
- The opportunity for children to progress through their work at their own rate of learning.
- Differentiated tasks.
- Challenge tasks.
- Higher Order Thinking tasks

Children are familiarised with a variety of organisational strategies as they move through the school. These strategies can be used by all children, but give due scope to higher achievers.

- Allowing different starting points
- Setting open ended tasks
- Asking open ended questions
- Higher order Thinking Skills
- Encouraging imaginative and creative work
- Varying group arrangements: working in ability groups, team and mixed ability groupings.
- Encouraging learners to explain their learning and coach their peers.
- Providing enrichment and extension activities specifically for MAT pupils.
- Valuing and rewarding quality.

Teachers regularly review the progress of children. This enables teachers to plan work that reflects the needs for each group.

We offer a range of extra-curricular activities for our children. These activities offer higher achievers the opportunity to further extend their learning in a range of activities. E.g. MAT maths club; STEM club and science club

Learning is also enriched through home learning activities linked to the topic work being undertaken in classes. This offers a further opportunity for children to showcase their creative, leadership, independent and personal development skills.

The children also have the opportunity to experience a range of educational visits that further enrich and develop learning.

6 Coordination of school provision (Roles and Responsibilities)

The assistant head teacher has the overall responsibility, alongside subject leaders and class teachers, for coordinating the identification, record keeping, policy development,

learning and teaching, home/school partnerships, whole school provision and feeding back to the nominated governor who has responsibilities for MAT.

The responsibilities include:

- running a list of most able and talented pupils, and keeping it up to date;
- monitoring teachers' planning to ensure that suitable tasks and activities are being undertaken across all curriculum areas by the MAT;
- regularly reviewing the teaching arrangements for these particular children;
- monitoring their progress through pupil progress meetings and tracking;
- supporting staff in the identification of these children;
- providing advice and support to staff on teaching and learning strategies;

7 Assessment and Review

Assessment opportunities arise daily throughout the curriculum. They may be through direct questioning, diagnostic marking of work, performance or pupil response. This assessment informs next steps planning.

Termly pupil progress meetings with class teachers will enable the MAT list and provision to be regularly reviewed and updated.

Parents of MAT pupils will be kept up to date through parent consultation meetings or via parentmail.

8 ICT and Most able and Talented Pupils

A range of computer programs are used throughout the school to support the curriculum. ICT is used to extend the problem solving and recording skills of most able and talented pupils.

9 Equal Opportunities

All pupils at Whitehouse School are offered a full curriculum regardless of age, sex or race.

Signed: S. Randle

Date: November 2019