

# ALL SAINTS' C.E. (C) PRIMARY SCHOOL, ALREWAS

## Provision for 'Very Able' and Talented Pupils



### 'Believe to Achieve' "Living life to the full" (John 10:10)

#### School Values

Love + Forgiveness + Friendship + Thankfulness + Trust + Respect = Koinonia

#### PHILOSOPHY AND RATIONALE

Everyone at All Saints' School is committed to providing an environment and curriculum, which encourages pupils, including the 'Very Able' to maximise their potential. Opportunities for these and all children are offered to enable children to fully develop their abilities within the context of the spiritual, moral, social and cultural framework of the school.

#### DEFINITION

According to the DFES a 'very able' pupil is one who has the capacity for or demonstrates high levels of performance in one or more academic area and is in the top 5-10 % of the pupil population, or one who makes more than the expected 'two steps' progress in a year. A talented pupil is one who is in the top 5-10% in non-academic areas such as:

- physical talent
- artistic talent
- musical talent
- talent in drama
- mechanical ingenuity
- leadership qualities
- high creativity

Characteristics, which such pupils may demonstrate in whichever area of performance they are operating:

- Speed of information - learning rapidly and understanding things quickly. • Highly efficient memory - learning quickly, with a capacity to retain and recall effortlessly.
- Making connections - their ability to see patterns and link things together at times in novel and idiosyncratic ways makes them very efficient at deriving new insights and understanding.
- Intellectual curiosity - a thirst for knowledge and high intrinsic motivation, which enables them to soak up information. They often love the acquisition of knowledge for its own sake.

#### IDENTIFICATION AND RECORDING OF CHARACTERISTICS

In this school we use a range of strategies to identify pupils who are 'very able' and talented. These may vary depending on subject area, but include elements of the following.

- test and assessment results
- information from previous schools .
- checklists of subject related criteria
- teachers' perceptions and observations
- parents' perceptions and observations
- Pupil voice - questionnaire sent home regularly.

Identification is on-going and never static - always veering on the side of positive. Concerted efforts are made to search out and address the needs of under achievers with latent high ability.

We recognise that very able and talented pupils share the same requirements as all pupils for a broad and rich curriculum tailored appropriately to their needs. For the very able pupils such needs include work at higher cognitive levels making use of preferred learning styles and a focus on the social, emotional, physical, and spiritual aspects that help produce the 'rounded' individual. Children identified in this way are listed on a register.

## **PROVISION**

At All Saints' School we aim to:

- Create and maintain an ethos where it is acceptable to be bright.
- Encourage all pupils to become independent learners, taking into account individual learning styles.
- Recognise achievement in all areas.
- Take into account the effects of social circumstances, gender and ethnicity on learning and high achievement.
- Provide a wide range of enrichment activities and clubs.
- Provide work at appropriate levels.
- Provide opportunities for pupils with like minds to work in collaboration.

Types of provision will include

- High expectations from teachers.
- Awareness of what prior knowledge, understanding and skills pupils have so as to avoid necessary repetition of work and to enable activities to be pitched at a challenging level.
- Differentiation by input as well as by outcome.
- Appropriate target setting.
- Planned extension activities.
- Provision of open-ended tasks (problem solving).
- Encouragement of independence and autonomy.
- Varied and flexible pupil groupings allowing pupils to work in a variety of settings and combinations.

## **WHOLE SCHOOL PROVISION**

- 'Can do' ethos.
- Opportunities for enrichment and extension built into all planning.
- Appropriate target setting.
- Opportunities for consistent reflection on and analysis of own learning and progress.
- Some access to specialist teaching.
- Effective transition arrangements.
- School clubs and councils.
- Opportunities for enrichment days, local and residential trips.
- Opportunities for performance.
- Use of outside agencies for training and provision eg visiting speakers,

artists... Leading teachers (Geography/Science)

- Opportunities to take part in school, local competitions and events.

## **ROLES AND RESPONSIBILITIES**

The co-ordinators responsible for 'very able' and talented pupils decide on targets for the SDP and are responsible for the coordination of a programme to monitor school development - in relation to other areas of development. They are also responsible for maintaining a register for such pupils and ensure that appropriate records are being kept.

## **REVIEW AND DEVELOPMENT**

The school's success in meeting the needs of 'very able' and talented pupils are evaluated using the following indicators:

- Records of individual pupils' progress in line with pupil tracking and provision mapping.
- Pupil voice.
- Feedback from teachers and learning assistants.
- Ofsted reports.

Reviewed Jan 2018

Next review: Jan 2019