**RHAYADER CHURCH IN WALES PRIMARY SCHOOL**

**MORE ABLE AND TALENTED CHILDREN POLICY**

**RATIONALE**

At Rhayader Church in Wales Primary School we recognise that we have more able and talented children. Individual children are encouraged to develop their attributes, skills and potential within a learning environment that embraces equality of opportunity and provision.

Abilities and talents will emerge in a wide range of subjects and fields: it is important to develop the whole child. Schools and individuals can thrive in a culture of ambition and aspiration.

The principles underpinning every Area of Learning and Experience (AoLE) in Rhayader Church in Wales Primary ensures that the curriculum is:-

* authentic: rooted in Welsh values and culture and aligned with an agreed set of stated purposes
* evidence-based: drawing on the best of existing practice within Wales and from elsewhere, and on sound research
* responsive: relevant to the needs of today (individual, local and national) but also equipping all young people with the knowledge, skills and dispositions for future challenges as lifelong learners
* inclusive: easily understood by all, encompassing an entitlement to high-quality education for every child and young person and taking account of their views in the context of the United Nations Convention on the Rights of the Child (UNCRC), and those of parents, carers and wider society
* ambitious: embodying high expectations and setting no artificial limits on achievement and challenge for each individual child and young person
* empowering: developing competences which will allow young people to engage confidently with the challenges of their future lives
* unified: enabling continuity and flow with components which combine and build progressively
* engaging: encouraging enjoyment from learning and satisfaction in mastering challenging subject matter
* based on subsidiarity: commanding the confidence of all, while encouraging appropriate ownership and decision making by those closest to the teaching and learning process  manageable: recognising the implications for and supported by appropriate assessment and accountability arrangements.

Teachers are expected to plan using the “four core purposes” of the curriculum. These will ensure that our pupils will be:-

1. **ambitious, capable learners** who:

– set themselves high standards and seek and enjoy challenge

– are building up a body of knowledge and have the skills to connect and apply that knowledge in different contexts

– are questioning and enjoy solving problems

– can communicate effectively in different forms and settings, using both Welsh and English – can explain the ideas and concepts they are learning about

– can use number effectively in different contexts

– understand how to interpret data and apply mathematical concepts

– use digital technologies creatively to communicate, find and analyse information

– undertake research and evaluate critically what they find and are ready to learn

 throughout their lives.

1. **enterprising, creative contributors** who:

 – connect and apply their knowledge and skills to create ideas and products

 – think creatively to reframe and solve problems

 – identify and grasp opportunities

 – take measured risks

 – lead and play different roles in teams effectively and responsibly

 – express ideas and emotions through different media

 – give of their energy and skills so that other people will benefit and are ready to play a full

 part in life and work.

1. **ethical, informed citizens** who:

 – find, evaluate and use evidence in forming views

 – engage with contemporary issues based upon their knowledge and values

 – understand and exercise their human and democratic responsibilities and rights

 – understand and consider the impact of their actions when making choices and acting

 – are knowledgeable about their culture, community, society and the world, now and in the

 past

 – respect the needs and rights of others, as a member of a diverse society

 – show their commitment to the sustainability of the planet and are ready to be citizens of

 Wales and the world.

1. **healthy, confident individuals** who:

 – have secure values and are establishing their spiritual and ethical beliefs

 – are building their mental and emotional well-being by developing confidence, resilience

 and empathy

 – apply knowledge about the impact of diet and exercise on physical and mental health in

 their daily lives

 – know how to find the information and support to keep safe and well

 – take part in physical activity

 – take measured decisions about lifestyle and manage risk

 – have the confidence to participate in performance

 – form positive relationships based upon trust and mutual respect

 – face and overcome challenge

 – have the skills and knowledge to manage everyday life as independently as they can and

 are ready to lead fulfilling lives as valued members of society.

At Rhayader Primary School we envisage these core purposes overlapping and developing through authentic and interesting learning opportunities.

**AIMS**

• To develop independent learners to meet the challenges of the 21st century.

• To provide a variety of opportunities for children to achieve their full potential.

• To help pupils acquire knowledge, skills and practical abilities especially those of problem-solving, investigating, thinking and effective use of language.

 • To help pupils to appreciate and enjoy achievements in music, art, science, ICT, maths, technology, literature and sport.

• To promote physical activity and healthy lifestyles and develop positive attitudes and safety awareness using the whole environment.

• To celebrate the continued development of the school as a learning community.

• To work alongside parents.

**DEFINITIONS**

 • The Welsh definition for More Able and Talented is used to describe pupils who require opportunities for enrichment and extension that go beyond those provided for the general cohort of pupils. Approximately 20% of the school population may be more able while the top 2% could be considered exceptionally able.

• Children may be more able and/ or talented in diverse fields (academic, creative, sporting, social, leadership).

• More able children would demonstrate a higher ability than average for the class and would often require differentiated tasks and opportunities to learn through challenges.

• Most able children will be working at two levels above the majority of children in the class and would sometimes require additional and different provision.

• Talented children demonstrate an innate talent or skill and this includes those in the creative or sporting fields.

**IDENTIFICATION STRATEGIES**

Rhayader Primary School uses several strategies for the identification of more able and talented pupils:

• Analysis of data

• Discussion of pupils with colleagues

• Discussion with the child

 • Consultation with parents and guardians

 • Careful record keeping and collation of evidence.

Information received from parents is taken into account. All staff have a clear understanding of the distinction between “more/most able” and “talented”. We ensure that our judgements of More Able and Talented children are consistent through regular discussion and moderation.

**ROLES AND RESPONSIBILITIES THE MORE ABLE AND TALENTED CO-ORDINATOR**

The co-ordinator with responsibility for more able and talented is Mrs S. Protheroe. The Co-ordinator will:

• monitor progress of the children identified on the register;

• lead staff discussion and awareness raising about the aims and expectations;

• liaise with class teachers, team leaders and negotiate individual action plans where needed;

• purchase and organise resources, keep abreast of new developments and have a knowledge of specialist facilities;

• offer advice and support for parents,

 **CLASS TEACHER**

• The class teacher will liaise with the More Able and Talented Co-ordinator over the early identification of more able and talented children in his/ her class;

• The class teacher should discuss planning for most able and talented children with the Co-ordinator to ensure (s)he meets their needs;

• Class teachers should use a variety of strategies to meet the needs of more able and talented children.

• The class teacher should keep parents informed.

**LEARNING SUPPORT ASSISTANTS**

• To take responsibility for individuals and groups and provide challenge under the guidance of the class teacher.

**PARENTS/CARERS**

• We want our parents/ carers to be aware that we are committed to meeting the needs of all our children.

**THE CHILD**

• The school provides a stimulating learning environment for all its children, this includes the more able and talented child;

* Most able and talented children will be asked to contribute towards developing skills in other children.

**GOVERNORS**

• The governor with responsibility for more able and talented is Dr J Buchan.

• The governing body will be responsible for ensuring that this policy is fully implemented;

• A governor has been given specific responsibility for children who are more able and talented;

• The Annual Governors’ Report to Parents will comment on the implementation of this policy.

**ORGANISATION**

The school’s policy for more able and talented children will work within the framework of the Teaching and Learning policy.

 Strategies will include:

Varying groups to suit tasks;

• Extension opportunities;

• Child initiated learning opportunities;

• Differentiated teacher questioning;

• Targeted use of classroom assistants;

• Adopting a problem solving approach;

• Adopting a skills based approach;

• Awareness of learning styles;

• Special tasks of responsibility;

• Visits by experts;

• Use of more able and talented children as tutors.

Teachers and children will share expectations for lessons;

Staff will make flexible and efficient use of resources;

Teachers will deploy appropriate teaching styles (see following section) with children and evaluate their outcomes;

Teachers will use their assessments to inform future planning;

There will be sufficient differentiation for all children, offering sufficient challenge for the more able.

**PERSONAL, EMOTIONAL AND SOCIAL ISSUES**

Our ethos at Rhayader Primary School recognizes the importance of developing the whole child and looks to support more able and talented pupils’ social, emotional spiritual, creative and physical development as well as their intellectual development.

**MONITORING AND EVALUATION**

We will monitor and evaluate:

• Work undertaken by children

• Pupil progress

• Class teacher planning of activities

• Class and support staff teachers’ effectiveness

• Uptake of opportunity

• Records of provision and attainment

• The co-ordinator will monitor the above to ensure consistency between classes.

 The formal monitoring process will be carried out annually in the Spring Term via discussion with pupils, book trawls, lesson observations, monitoring of planning. This information will be presented to the Headteacher and Governors.

**CONTINUING PROFESSIONAL DEVELOPMENT**

The coordinator will receive regular continuing professional development to keep abreast of national and local developments and will lead INSET activities for teachers and support staff.

**EQUAL OPPORTUNITIES AND RACE EQUALITY**

The school will follow the guidelines on Equal Opportunities and Racial Equality.