

# Abbot's Hall Primary School



## Most Able and Talented Policy

March 2025

**Be The Best That You Can Be**

## **Introduction**

Abbot's Hall Community Primary School is committed to providing a rich learning environment that encourages all pupils to maximise their potential. Everyone has a responsibility to recognise and value children's unique abilities. We believe that all children are entitled to opportunities that will enable them to develop in a range of areas and explore their abilities and talents. Children are encouraged to be aspirational and aim to be the best that they can be. Staff celebrate children for taking on a range of responsibilities as leaders in various areas across the school.

Teachers work closely with the SENDCo to ensure that all pupils are provided with support in areas of the curriculum that they may find more difficult. This includes children who are most able or talented in a particular subject. We understand the importance of considering children's stage of personal, social and emotional development when meeting the needs of the most able and talented.

## **Aims**

- To recognise and celebrate the achievements of all pupils
- To encourage all pupils to be independent learners
- To provide a wide range of curricular and extra-curricular activities that impact positively on all learners.
- To raise awareness of the impact of ethnicity, social circumstances and gender on learning and high achievement
- To ensure children are given opportunities to maximise learning across the curriculum

## **Definitions**

There is no universally agreed definition of children identified as most able or talented. These are the agreed definitions used at Abbot's Hall Primary School:

### **Most Able:**

Children who attained above expectations in Foundation Stage (40-60s+) and demonstrate capability to continue ahead of their peers in reading, writing and/or maths and/or science once they start the learning requirements of the National Curriculum. In the EYFS, children may be identified as 'most able' if they achieve particularly highly in reading, writing and/or maths and/or science (Understanding the World). At Abbot's Hall, we recognise that young children develop at different rates. As a pupil's ability is not fixed and may develop significantly over time, children may not always demonstrate high potential at the same stage. We particularly rely on the use of teacher observation and informal assessment to recognise the characteristics of high ability children, particularly within the Early Years.

### **Talented:**

Children who show a natural flair, well above expectation, for foundation subjects such as PE, music or art. They may partake in extra-curricular activities outside of school to develop a natural talent.

## Identification of talented pupils:

Pupils may be nominated as being talented by themselves, a parent or carer or a member of school staff. Identification is supported by a range of evidence:

- On entry data from pre-school and nursery providers
- Reports from previous settings
- Using the outcomes from classroom observations e.g. responses to challenge activities
- School assessment data (Foundation subjects are tracked termly on Arbor)
- Information provided by external agencies (sports organisations, music tutors etc.)
- Checklists of characteristics for talented pupils
- Background information from parents obtained via meetings and consultation appointments

None of the above methods of identification should be used exclusively.

Talented children may not always show their abilities and talents in ways that we expect them to. We need to remember that these children may:

- Withdraw into a world of their own
- Exhibit poor social skills
- Show poor motivation
- Disguise their ability to avoid difficulties with peers
- Have poor co-ordination skills
- Not present their work legibly

Children displaying such behaviours are supported within the school through a range of in-class strategies and interventions. For example, teachers may discuss particular behaviours with the pupil support officer or SENDCo to establish how best to support children.

## Identification of most able pupils:

- Children who attained above expectations in Foundation Stage (40-60s+) and demonstrate capability to continue ahead of their peers in reading, writing and/or maths and/or science once they start the learning requirements of the National Curriculum.
- In class assessment would be used to assess whether these pupils are on track to maintain a high level of attainment or put into place support and intervention to support with any barriers or gaps in learning that are required for each child.
- Teaching staff may identify a natural flair in reading, writing, maths or science (or a combination of these learning areas) in addition to high attainment.
- In the EYFS, children who are identified by classroom teachers as attaining highly in academic subjects and require additional challenge.

## Provision

- The appointment of a named individual with overall responsibility for Most Able and Talented pupils at Abbot's Hall Community Primary School.
- Identification of these pupils
- High expectations within the area of talent or ability identified
- Lesson plans will address the needs of Most Able and Talented pupils (though this terminology does not need to be used), that include both extension and enrichment

activities. Teachers will ensure that the opportunity to extend learning is provided for all through challenges and next steps.

- Lessons adapted by task, outcome, pace, choices, support and resources
- Strategies that include higher level thinking skills, enabling learners to develop critical thinking and reasoning.
- Some planned activities for groups of Most Able or Talented pupils (such as additional PE sessions with the school specialist)
- Special visitors such as artists and authors to be arranged
- Occasional partnerships with other schools

### **Roles and Responsibilities:**

The Headteacher will:

- Work closely (with the Most Able and Talented Leader) to organise extra- curricular enrichment activities
- Provide opportunities for Most Able and Talented pupils to work together
- Explore and develop community links to provide opportunities for Most Able and Talented pupils

Governors will:

- Nominate a named governor to consider the effectiveness of the school's policy and practice for Most Able and Talented pupils
- Provide advocacy for Most Able and Talented pupils.

The Most Able and Talented Leader will:

- Provide strategic leadership of Most Able and Talented provision within the school.
- Organise CPD for staff on areas relating to Most Able and Talented to develop effective and appropriate teaching and learning styles.
- Maintain up to date information of Most Able children.
- Assist staff in the identification of Most Able and Talented pupils.
- Provide information for parents.
- Liaise with governors.
- Work closely with the Headteacher to improve outcomes for Most Able and Talented pupils through the School Development Plan as appropriate.
- Monitor teaching and learning to ensure children's individual needs are met.
- Analyse data for Most Able and Talented pupils to identify and address under achievement.

Class teachers will:

- Have high expectations of all children at Abbots Hall.
- Encourage high aspirations for children by providing them with knowledge about the outside world, including job prospects.
- Inspire children to take leadership opportunities to develop responsibility.
- Have responsibility for helping to identify Most Able and Talented pupils and to provide information to the Most Able and Talented Leader.
- Plan enrichment and extension activities to meet the needs of Most Able and Talented pupils in their class.
- Plan differentiated and challenging tasks.
- Encourage students to enter competitions and national events where appropriate.

## Transfer and Transition

We liaise closely with the high schools which our pupils will transfer to in at the end of Year 6. The Year 7 leader will meet with our Year 6 teachers to discuss the needs of individual children within the transferring cohort.

Planned transition activities for all pupils will be arranged on a yearly basis to support transition from primary to high school.

## Parents/Carers

As always, parents and carers have an important role to play in helping their children to develop their talents and abilities. The school's Challenge Policy is made available to parents/carers when their child joins the school, they are asked to share their knowledge of the special interests that their children have outside the school, and to share any concerns that they may have with the child's teacher. They are also encouraged to help with the enrichment programmes and any special projects that their child may become engaged in.

## Resources

Our most important resource is the knowledge and skills of staff and parents who are able to inspire children and lead projects. The subject leaders are responsible for seeking out specialists who can work with our children and establishing frameworks within which they can work e.g. visits, mentoring sessions etc. They keep abreast of current developments, often using key websites and publications and share ideas from these with staff. A range of publications are also kept in the staffroom or are available on request.

## Monitoring and review:

This policy is monitored and its effectiveness evaluated every two years where any necessary revisions to the policy are made. The Most Able and Talented Leader also monitors classroom provision from planning, and sampling of work and classroom observations. Termly reports are made to the Headteacher on the opportunities provided for Most Able and Talented pupils.

**Signed:**  **Position:** Headteacher

**Signed:**  **Position:** Chair of Governors

**Signed:**  **Position:** Most Able and Talented Leader

**Date:** March 2025