



CUNDALL MANOR SCHOOL

More Able and Talented and High Achievers Policy 2025

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Headmaster
Deputy Head

Simon Weale
Clare Stovin

Contents

Statement of intention..... 3

Definitions and Identification strategy..... 3

Definitions..... 3

Identification strategy..... 3

Provision..... 4

Responsibilities..... 5

The teachers’ role includes:.....5

Monitoring and Evaluation..... 5

Mission statement.

Cundall Manor School values its broad and balanced curriculum in order to identify, develop and celebrate the particular strengths of every child, be they academic, sporting, music, art, design or drama. We also create opportunities for children to use, enjoy and develop their exceptional strengths in social skills and/or emotional intelligence.

We endeavour to plan our teaching and learning in such a way that we enable each child to attain the highest level of personal achievement; this involves an awareness of the different ways that different children learn. Children are encouraged to express their opinions and think 'outside of the box'.

Statement of intention.

In order to support our more able, talented and high achieving pupils we will;

- Seek the participation of all pupils in learning which leads to the highest possible level of achievement and personal fulfilment,
- Develop inclusive practice which will benefit all pupils and the staff working within the school,
- Have high expectations that are supportive of academic success,
- Ensure effective inclusive practice which will lead to school improvement.

Definitions and Identification strategy.**Definitions**

This policy helps to ensure that we recognise and support the needs of those children at Cundall Manor School who have been identified as 'more able', 'talented' and 'high achievers'.

The term '**more able**' refers to pupils who have abilities in one or more subjects in the school curriculum other than art and design, music and PE. Those children who are more able often have well-developed learning skills. (CAT4 score of 125 and above).

The term '**talented**' refers to pupils who have a high level of ability in art and design, music, PE, or in sports or in performing arts such as drama.

The term '**high achiever**' refers to those pupils who are working well above the expected average and therefore need suitably differentiated work. Alternatively, children may be accelerated. 'Acceleration' refers to the approach whereby children are given access to content ahead of their years. (CAT4 score of 115 to 125)

Identification strategy

We use a range of strategies to identify more able and talent/high achiever children and plan for their needs. The identification process is ongoing and begins when a child joins Cundall Manor. Our identification strategy will make use of hard data and also draw on a wider range of qualitative evidence, in addition to using up-to-date research backed methods that make use of a range of evidence. This is all collated into a spreadsheet and a final numerical score is given, which calculates if a child is More Able or Talented. Factors used are:

- Teacher observation and assessment and therefore teacher recommendation
- Standardised testing scores CAT4 / GL Assessment
- Pupil profiles (in line with NACE suggested personality traits - a score is given by teachers to each child which denotes which characteristics are seen)
- Inclusion in Scholarship Programme (Scholars are assessed by teachers to access the programme and so additional scores are awarded)

The names of pupils identified as more able and talented in our school will be recorded on a register so that their progress can be specifically tracked. This will be shared with all staff through ENGAGE. This list is regularly reviewed and updated annually. Pupils may be identified at any time. We expect class teachers and the more able and talented co-ordinator to be fully involved in discussing individual pupils. Once identified pupils will remain on the register unless they cease to meet the criteria for nomination.

1. Each child's previous school report gives details of achievements and interests in particular areas. Discussion with parents and the child enable us to add further details to these records.
2. During the Reception year, or their first subsequent year at Cundall Manor, observations and assessments give information about each child's developing skills and aptitudes across the different areas of learning.
3. Throughout the school, teacher assessments of each child's progress are made regularly, in all subjects of the national curriculum.
4. As the child progresses through the school, we assess them regularly to ensure that they are making the expected progress of the individual. Teachers regularly review the child's progress, which is discussed informally with parents as appropriate throughout the year and formally at parents' evenings. In addition to this the children's progress is recorded in end of term reports which are sent to parents.

Provision

This will depend on the individual learning needs of the pupils and be in accordance with our Teaching and Learning policy.

We will consider a range of strategies, including:

- An **open ended common activity** that allows children to respond at their own level
- An **enrichment activity** that broadens an individual'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
- Opportunities for children to progress through their work at their **own rate of learning**.
- Opportunities to use their initiative
- Opportunities to formulate questions
- Problem solving opportunities
- Children meet a variety of organisational strategies as they move through the school; whole class teaching, small group work, paired work and individual tasks. Each strategy supports all children in their learning, whilst taking into account the needs of more able/high achieving learners.
- Children are grouped in a variety of ways, including ability-based groups within a class or across a year group. Differentiation is planned for within such groups and appropriate targets are set for individual pupils.

- Teachers regularly review the progress of children, and children move between groups as appropriate. This enables teachers to plan work that reflects the band of ability in each group.
- Learning is also enriched through regular homework activities linked to the work being undertaken in class. This offers teachers a further opportunity to set work to challenge more able and high achieving children.
- All the children have the opportunity to experience a range of educational visits and after school clubs that further enrich and develop learning.

Responsibilities

We have appointed a member of staff responsible for co-ordinating the work of highly able, more able and talented pupils. The coordinator sits with the Deputy Head academic.

The coordinator's role includes;

- Taking the lead in policy development
- Ensuring the more able and talented list is regularly reviewed, updated and disseminated to all staff
- Monitoring the progress of more able and talented children through discussions with teachers
- Supporting staff with the identification of more able and talented children
- Coordinating the sharing of good practice to include advice and strategies for high achievers
- Keeping up to date with developments in this area and reviewing the school's policy and practice annually.

The teachers' role includes:

- Supporting colleagues in the identification of more able and talented children
- Planning lessons and activities which are suitably selected or differentiated
- Regularly reviewing and updating the more able and talented list each year
- Monitoring the progress of more able and talented children through discussions with colleagues
- Sharing good practice to include advice and learning strategies for more able and talented children

Monitoring and Evaluation

Provision for more able and talented pupils will be a regular part of the school's monitoring of teaching and learning.

The more able and talented coordinator will review the progress of pupils identified on the high ability register annually.