



A Co-operative Academy

**Rickleby Park Primary School  
More Able and Talented Policy  
(Jan 18 amended)**

**1. Key Values**

We have the same chances.

We have the same choices.

We know that everyone has something special to contribute.

We persevere and work hard, not because we are told to but because we want to improve.

We look after ourselves, each other and our world by taking responsibility for our actions.

We let everybody talk and have their say.

**2. Aims**

2.1 As a school we aim to create a happy, safe environment that nurtures and supports all members of our school community which:

- ensures that everyone has the opportunity to excel irrespective of their background;
- sets every child high expectations, and provide appropriate support, so that they reach their full potential;
- prepares children for the next stage of their education and beyond;
- leads to everyone experiencing success, whilst also feeling secure enough to risk failure;
- motivates, inspires and expects all children to strive to improve on their personal best;
- develops passionate and determined life-long learners who understand how to progress, achieve goals and reflect;
- develops working co-operatively;
- develops confident children who are able to articulate their views and reflect on the views of others.
- provides a curriculum that embeds good working habits and develops independence;  
*and*
- provides a balanced curriculum which develops a breadth of knowledge and relevant skills the future.

**3. Definitions and Identification**

3.1 The Department for Children, Schools and Families defines More Able pupils as *“Those children and young people with one or more abilities developed to a level significantly ahead of their year group (or potential to develop those abilities).”*

3.2 More Able Pupils. Children who have exceeded age related expectations as per the Target Tracker assessment system and attained S+ at the end of the previous academic year.

3.3 Talented children. Children who have a high level of achievement in a specific non-academic area such as art, music, sport or performing arts. Talented Children will be identified through Teacher nomination, including specialist music teachers or sport coaches. Nominations may also be received from parents or through peer nomination.

3.4 Dual exceptionality. Children who have the potential to achieve higher levels of attainment but whose additional needs or disability make it difficult to exceed age related expectations.

3.5 Underachievers. Those children who have the potential to exceed age related expectations but whose barriers to learning prevent higher levels of attainment. This may also apply to children in receipt of Pupil Premium whose barriers to learning may be limited life experience and accessibility to learning at home.

3.6 Dual exceptionality and Underachieving children will be identified via Teaching Staff and other adults who regularly work with these children. These children will be placed on a 'Watch List' with the aim of providing additional challenge and provision where appropriate.

3.7 A 'Watch List' will be created of those children in EYFS and Year 1 who show the potential to be More Able or Talented in any curriculum area.

#### **4. Provision**

4.1 Provision will be provided, in the first instance, through Quality First Teaching.

4.2 Planning will provide MA learners with the opportunity to study curriculum areas in more breadth and depth with the aim of mastery rather than acceleration through the curriculum.

4.3 Strategies to challenge MA learners may include but are not limited to;

- Questioning to promote higher order thinking skills based on Bloom's Taxonomy. (Appendix 1)
- Encouraging reasoning skills through critical thinking challenges, questioning, discussion and written responses.
- Setting challenging targets across all areas of the curriculum.
- Use of feedback marking to provide additional challenge as well as next steps for children's learning.
- Opportunities for children to take risks in their learning, for instance by providing open ended tasks,
- Opportunities for children to self and peer assess their work.
- Planning will teach to the top and be differentiated down.
- The Maths No Problem scheme will be supplemented with the use of additional mastery questions such as the NCETM/Oxford Owl Teaching for Mastery and White Rose Hub Reasoning and Problem Solving Questions to provide breadth and depth for all children but especially MAT learners.
- Use of Innovate Differentiation Guide (Appendix 2) within English lessons to allow for additional challenge for MA learners.

- Opportunities to apply skills learned in English and Maths across the curriculum to demonstrate mastery.

Differentiation will enable MA learners to develop higher order thinking and problem solving skills whilst offering extension tasks to develop mastery. A range of differentiation strategies will be demonstrated across the curriculum including, but not limited to;

Differentiation Type	Examples
By outcome	All children will undertake the same task but the expectation of the outcome will be dependent on the child's ability.
By Task	The setting of different tasks for different ability groups.
By Resource	Providing MA Learners with more complex materials than other learners.
By Support	The provision of adult support to challenge the More Able or to work alone to develop independence.
By Pace	Reducing the time given for MA Learners to complete a task or by allowing MA Learners to begin a task after a shorter input than other learners.

4.4 A range of enrichment activities such as afternoon enrichment, after school clubs and enrichment days will be offered to the MAT learners where appropriate to enhance but not replace QFT.

## 5. Roles and Responsibilities

5.1 At Rickley Park the More Able and Talented Leader is responsible for:

- Taking the lead in policy formulation and development to ensure progression of More Able pupils throughout the school.
- Monitoring the achievement (*attainment and progress*) of children throughout school and create a Termly Achievement Summary.
- Create a strategic plan informed by a termly analysis.
- Based on data analysis and monitoring evidence, determining school priorities for More Able children in partnership with the SLT.
- Lead CPD for colleagues.
- Keeping up to date with developments in MAT education and disseminate information to colleagues as appropriate.
- Monitoring the effectiveness of planning and teaching for MAT learners.
- Working with the Head teacher, Key Stage Leaders and staff to monitor and raise standards of attainment for MAT learners.
- Working with parents to share the learning approach of the school and provide any additional support which may be needed.
- Reporting to the link governor on a termly basis to share school improvement priorities and achievement data.
- Reporting to the Inclusion Team Lead and Team (see Inclusion Roles and Responsibilities document)

## 5.2 Link Governor

At Rickley Park the Link Governor is responsible for:

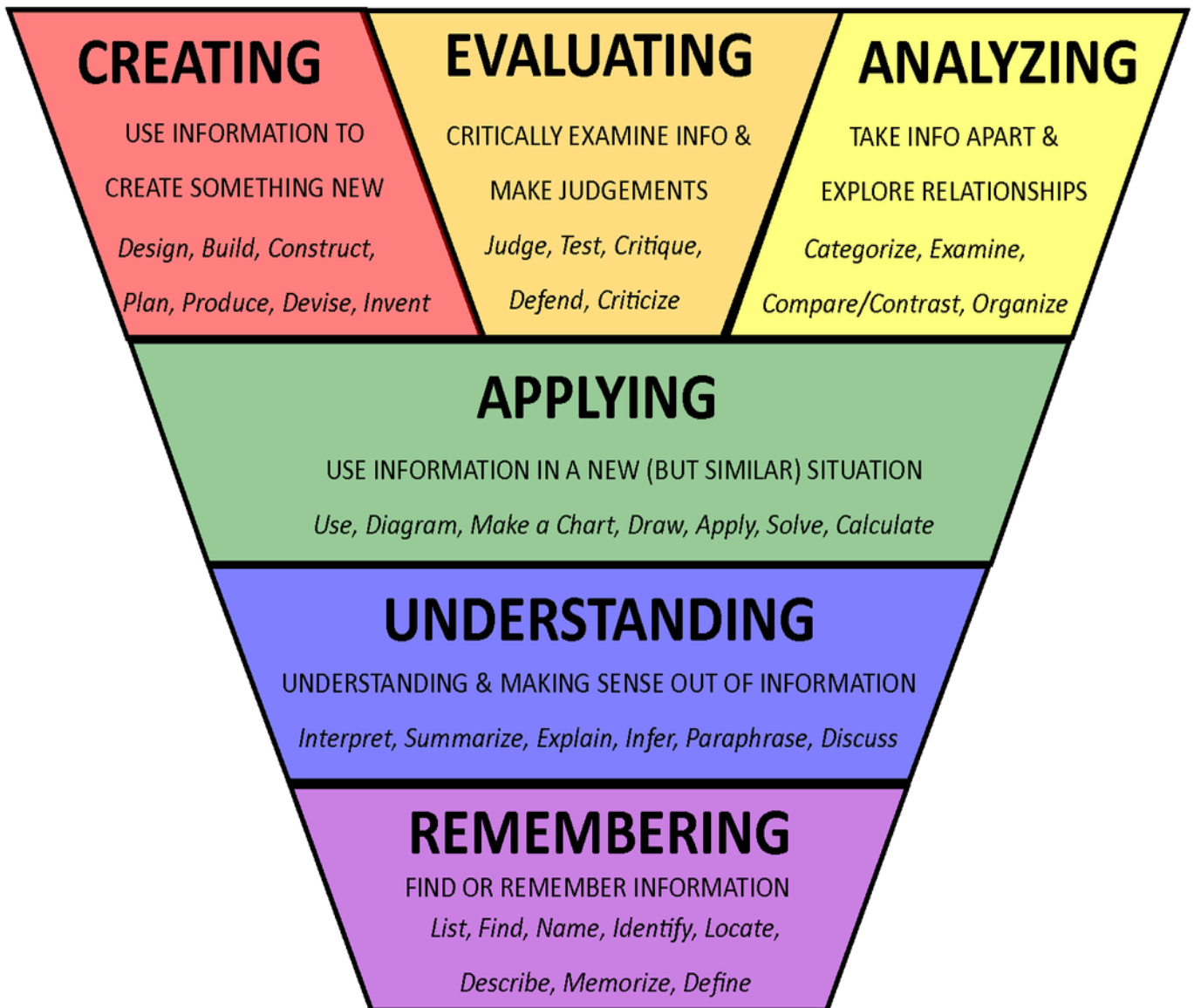
- Meeting with the More Able Leader on a termly basis to discuss achievement data.

## Appendices

1. **Bloom's Taxonomy**
2. **Innovate Differentiation Guide**

## Appendix 1

### Bloom's Taxonomy



Appendix 2

Innovate Differentiation Guide

Innovate Differentiation Guide

**Blend**

**Blending together stories/ characters/ story types or plots**

**Sequels or prequels**

**-writing the next in a sequence**

**Reorder**

**-flashbacks and time slips**

**Change of view**

**-retelling from another's POV.**

**Genre switching**

**- switching a well known story into a newspaper report, changing a fairy tale into a sci-fi.**

**Change of time/ person**

**-past tense to present. we to they**

**Alteration**

**-altering part of a text which changes the course of events.**

**Addition**

**-Embellishing a text. adding a character.**

**Substitution**

**- changing words. characters and settings**

Year 6



Year 1

