



A caring Christian community where children thrive: enthusiasm and excellence lead to high aspirations and outstanding achievements.

## Academically More Able and Talented Policy 2018

### Rationale

Our school aims state that we:

- *help our pupils to develop their skills and abilities, intellectually, emotionally and socially;*
- *provide teaching which makes learning challenging, engaging and enables pupils to reach their potential*

and that we are committed to working for quality and equality of opportunity.

This policy is an integral part of the school's broader development of maximum inclusion of educational opportunity for all pupils and states our commitment to providing an environment in which all pupils are enabled to realise their potential.

### Principles

- Croft Church of England Primary School is committed to striving for achievement and taking pride in and celebrating pupils' successes.
- The Governing Body recognises that our School makes a difference in enabling able pupils to achieve their best and has a responsibility to do so.
- The Policy's role is to raise teachers' confidence in supporting able pupils and to develop teachers' skills in meeting their needs.
- The school's approach will be inclusive, recognising a child's right to a broad and balanced curriculum.
- The school's definition acknowledges breadth and quality as well as more traditional views of ability.
- The policy will be operated with flexibility to take into account individual needs and circumstances.

### Aims and objectives

- This policy is intended to support the following aims:
- The raising of aspiration for all pupils
- High expectations of achievement for all students
- Greater enterprise, self-reliance and independence for all students

In order to achieve these aims, we will ensure that all students have opportunities to develop specific skills or talents.

### Definition

- '**Academically More Able**' learners are those who have abilities that place them in the top 5 - 10% of pupils in their cohort for traditional subjects such as English, Maths and Science.
- '**Talented**' learners are those who have abilities in art and design, music, PE or performing arts such



as dance and drama.

The term 'Academically More Able and/or Talented' is not to be understood as referring to the most able children in the national population. The term should be seen as relative and refers to the top 5% to 10% of any school, regardless of the ability profile of pupils at the school.

Within the school we recognise that these pupils can be:

- good all rounders
- high achievers in one area
- of high ability but have poor writing skills.

We also recognise that those pupils who are do not always show their ability. Such pupils are 'Academically More Able and/or Talented' even though their abilities may be hidden or remain as potential.

### **Identification**

'Academically More Able and/or Talented' students are identified by making a judgement based on an analysis of various sources of information including:

- Test scores (end of key stage levels)
- Teacher nomination (based on classroom observation, discussions with pupils, work scrutiny)
- Peer or self-nomination
- Participation and achievement in sporting teams/musical ensembles/Art Clubs out of school
- Predicted test/ examination results
- Reading ages

This information is collated by the Academically More Able and/or Talented co-ordinator and is made available to all staff via Target Tracker. The register is regularly termly and updated.

### **Roles and responsibilities/Co-ordination and monitoring**

The 'Academically More Able and/or Talented' co-ordinator has overall responsibility for

- ensuring that the policy is implemented
- co-ordinating the monitoring of progress
- ensuring that the professional development programme includes relevant aspects of Academically More Able and/or Talented provision.
- Attending the High Achievers school network meetings
- Ensuring Academically More Able pupils are sufficiently challenged in the classroom.

This policy is updated by the headteacher in conjunction with the named governor for gifted and talented and monitored by the Strategic Development Committee.



### **Organisational and in-class approaches**

The school believes that children should be educated, for the most part, with their age group although withdrawal/setting may be used. The development of a stimulating environment to aid differentiation through greater pace and rigour, enrichment tasks and extension through for example homework, will be the main organisational responses. The encouragement of the Academically More Able and/or Talented pupils will form part of whole school activities such as assemblies.

The school will take careful account of pupils' social and emotional maturity in choosing best provision.

### **Out of class activities**

The following are offered on a regular basis and, although these benefit all pupils, they are particularly apt for ensuring that pupils who have potential in these areas are given opportunities to practice and extend their skills.

- Enrichment days
- Residential experiences
- School clubs
- Musical and sporting activities.
- Inter-school competitions
- Academically more able enrichment days at Brockington

### **Monitoring and Evaluation**

The following people can support this through regular reviews:

- Headteacher: Mrs Colotto
- AMA Co-ordinator: Mrs Trudie Colotto
- Governor with responsibility for AMA Children: Mrs Sally Spence

The guidelines stated will be reviewed by the staff and governors, taking into consideration the following points:

- Does the practice reflect the policy.
- Which elements will be more closely scrutinised or are problematic, and what action can be taken to remedy these.
- What form will the amendments take.

### **Equality Statement**

At Croft Church of England Primary School we actively seek to encourage equity and equality through our curriculum. No gender, race, creed or ethnicity will be discriminated against.



### **Linked policies**

Equality Policy

Teaching & Learning Policy

Assessment, reporting and recording Policy

### **Review**

This policy is reviewed every 2 years or earlier by the Governing Body, and was last reviewed on 26<sup>th</sup> February 2018 as a delegated responsibility of the Strategic Development Committee.

Yvette Goward    Date....26/02/2018

Signed: *Yvette Goward*    Chair of Strategic Development Committee