SALTFORD PRIMARY SCHOOL

POLICY FOR THE MORE ABLE CHILD

December 2025

To be reviewed December 2027

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POLICY FOR THE MORE ABLE CHILD

INTRODUCTION

RATIONALE

At Saltford C of E Primary School we believe anything is possible. We know that children have the right to be provided with a creative, innovative and exciting education that will inspire them to become lifelong learners who are enthusiastic and proud of everything they do. We want every child to excel in all aspects of their learning within an immersive, imaginative, expressive and inclusive environment. We want children to become confident learners who live our Christian values. We keep children as the focus of everything we do.

Our School is committed to meeting the requirement set out in National Curriculum September 2014 that, "Teachers should set high expectations for every pupil. They should plan stretching work for pupils whose attainment is significantly above the expected standard."

We strive to identify value and celebrate all the gifts, talents, skills and abilities of our children, and to help them realise their full potential as confident, independent and enthusiastic learners.

AIMS

To define what we understand by the terms 'more able', 'skilled', 'gifted' and 'talented'.

To provide a learning environment that is both nurturing and enriching, where all pupils have the opportunity to demonstrate and develop their unique gifts, talents, skills and abilities.

To formally identify and record the individual gifts, talents, skills and abilities of our pupils, and praise their achievements as part of a culture that celebrates success.

To provide a curriculum that encourages and develops independent learning, creativity and skills, and offers breadth, depth and challenge for our more able pupils.

To work collaboratively with parents to identify and foster the unique gifts, talents, skills and abilities of our pupils.

OBJECTIVES

We will achieve our aims through:

- providing a working definition of the terms 'more able', 'skilled' 'gifted' and 'talented' and that can be applied to children demonstrating specific characteristics and achievements in all aspects of the curriculum;

- providing a curriculum that is full and varied, with opportunities to learn in different ways, and to demonstrate and develop individual abilities, gifts, talents and skills;

- formally identifying our more able children through our teachers' knowledge and assessment of their pupils, and through consultation with parents and the pupils themselves;

- providing lessons that cater for our more able pupils through extension and challenge, and offer opportunities for independent and collaborative learning;

- providing regular in-class and whole-school opportunities to describe, demonstrate and celebrate achievement, with public praise and rewards;

- maintaining a Register of Gifted and Talented pupils that is used as a public acknowledgement and celebration of our most able pupils, and as a point of reference for assigning extracurricular opportunities.

DEFINITIONS

We recognise that there are many terms to describe those pupils who demonstrate above average ability in a particular field, and that in common use these terms are often subjective and interchangeable. However, for clarity of identification and monitoring of progress, at Saltford School we will use a number of terms to refer to children demonstrating specific characteristics and achievements.

We define **MORE ABLE** pupils as those who are assessed by teachers to be achieving at an academic level above the average for their age in one or more of the following subjects:

- English (this may be specifically in Reading, Writing or Speaking and Listening);
- Maths (this may be specifically in Using and Applying, Number, Shape, Space and Measures or Handling Data);
- Science;
- Computing;
- History;
- Geography;
- RE;
- French.

We define **SKILLED** pupils as those who possess practical skills above those demonstrated by most of the class in one or more of the following subjects:

- Art (this may be a specific area of Art such as sketching or 3D modelling);
- Design Technology (this may be a specific skill such as technical drawing or carpentry);
- Music (this may be skill in playing a specific instrument, singing or composition);
- Sport (this may be skill within a specific sport, or refer more broadly to ball skills, team playing, agility, etc);
- Drama.

We define **GIFTED** pupils as:

- those achieving within the top 5% of their peer group within the school when assessed by their teachers in one or more of the academic subjects listed above;
- those whose ability in one or more academic subjects regularly warrants additional challenge beyond that provided for other more able pupils;
- those who frequently engage in the pursuit of one or more academic subjects or aspects of those subjects voluntarily during their own time, and demonstrate an increased depth and/or breadth of knowledge and ability as a result of this.

We define **TALENTED** pupils as:

- those demonstrating exceptional practical skills in one or more aspect of Art or Design Technology, such that their finished product stands out for its quality and originality; and or
- those who are confidently able to play a musical instrument to a standard that is equivalent to Grade Two or beyond; and/or
- those whose singing voice is tuneful and resonant, such that they can confidently sing solo pieces; and/or
- those who achieve outstanding success in a one or more fields of sport; and/or
- those who give an outstanding performance in an acting role, or regularly take a lead role in public speaking.

For the sake of brevity, this policy will use the generic term '**more able pupil**' to refer to all pupils falling within any of these categories.

IDENTIFICATION

We use a variety of ongoing identification systems

Formative and summative assessment takes place against **Age Related Expectations/Summative Assessments** are carried out at set points during the school year. The **Assessment Policy** gives full details of when and how this assessment take place. Summative assessment is made through a combination of:

- **published tests**;
- **teacher assessment** using age related outcomes where children are exceeding NC age related expectations, they are encouraged to broaden and deepen their understanding.

Informal assessment is made by Class Teachers on a daily basis, using:

- provision of a variety of classroom experiences that enable those with gifts and talents to demonstrate these;
- the marking of pupils' work;
- observation of pupils' performance in class;
- discussions with pupils about their work and interests;
- reference to checklists of characteristics (see Appendix A);
- reference to subject-specific checklists (see Appendix B).

Nomination by **parents**, **pupils** and **other adults** who know the pupils (e.g. swimming coach, club leader) is valued in the identification of pupils' gifts and talents. These are communicated to school through:

- an **annual parent questionnaire**;
- discussions during **Parents' Consultation Evenings**;
- informal conversations between parents and teachers;
- opportunities for pupils to display and discuss their gifts and talents during classroom discussions;
- a year-round opportunity for pupils to bring in awards and trophies from extracurricular activities.

PROVISION

Provision for most able pupils should include (as advised by National Association for Able Children in Education (NACE)):

- Tasks and questioning which involve analysis, synthesis and evaluation
- Deep tasks which require problem solving, enquiry, critical thinking and research skills
- 'Rich' tasks and 'mastery' approaches

- Tasks and assessment which encourage metacognition and talking about the learning process
- Tasks and classroom management which encourage the use and development of independence and choice
- Encouragement of transfer of knowledge and transfer across disciplines
- More advanced and conceptually difficult content
- Consideration of 'big ideas', the identification of trends and patterns and analogizing
- The use of higher order technical and disciplinary discourse

We provide challenge to meet the needs of the more able pupil through:

- **varied lessons** that provide extension and challenge for the more able pupil;
- **appropriate materials** to enrich and extend learning;
- effective **questioning** techniques;
- **varied activities** that include opportunities for independent learning, research and pursuing personal interests and ideas, as well as social learning through collaboration with peers.

Our teachers are committed to these **shared values** that enrich the learning experience of the more able pupil:

- valuing ourselves and each other;
- having respect for our pupils;
- being flexible, open-minded and fair;
- being nurturing to provide emotional security and development;
- being enthusiastic to make learning enjoyable;
- being good planners to provide opportunities for extension and challenge;
- being facilitators who enable learning to happen;
- being good listeners and communicators;
- encouraging risk-taking;
- reflecting on our practice and exploring new ways to make learning happen.

MONITORING

The progress of children identified as **more able** is monitored through:

- informal daily interaction and assessment by the Class Teacher;
- regular pupil progress meetings between teachers and SLT;
- discussions with parents during Consultation Evenings and at other times at the teacher's discretion;

for the more able in Literacy, Maths, Science and other foundation subjects also:

- formal assessment by the Class Teacher at key points in the school year, shared with the Subject Leader;

The progress of children identified as **skilled** is monitored through:

- informal daily interaction and assessment by the Class Teacher;
- discussions with parents during Consultation Evenings and at other agreed times.
- formal assessment by the Class Teacher at key points in the school year, shared with the Subject Leader;

The progress of children identified as **gifted** and/or **talented** further monitored by the **Senior Leadership Team**, through:

- a bi-annual update of the Gifted and Talented Register;

- informal conversations with teachers and pupils throughout the year;
- formal pupil progress meetings with teachers throughout the year;

CELEBRATING ACHIEVEMENT

Saltford School offers a culture in which all achievement is valued and rewarded.

Whole-school praise and rewards are given as part of our weekly **assemblies**. The Head Teacher publicly praises and rewards pupils who have been identified through:

- 'best work' or 'best personal attribute' nominated by Class Teachers;
- medals, certificates, trophies, awards or letters of explanation related to after-school achievements that parents and pupils provide to the Head Teacher;

Those receiving public praise during assemblies will be listed in the school's weekly **newsletter** as a further acknowledgement of their achievement.

Exceptional achievement in the classroom will result in pupils being sent to the Head Teacher for a '**Head Teacher's Award**', or to the **Subject Leader** within whose field they have achieved (eg: Art, Writing, Maths). The Head or Subject Leader will praise and reward the pupil's achievement.

Pupils achieving a high standard whether in or out of school, will have the opportunity to talk about their achievement in class, and to receive the congratulations of their teacher and peers. All pupils are encouraged to share and celebrate each other's success, and to be inspired towards achieving their own goals.

REGISTER OF GIFTED AND TALENTED CHILDREN

Our school holds a Register of Gifted and Talented children that is managed and monitored by the **Senior Leadership Team**.

Pupils are nominated for inclusion in the Register of Gifted and Talented children if they meet the criteria set out above. Names can be put forward for inclusion through:

- a formal bi-annual update of the Register between the School Leadership Team and Class teachers;
- an annual parent questionnaire;
- feedback from Parent Consultation Evenings;
- an open-door system for all staff to make the School Leadership Team aware of children's outstanding achievements.
- annual analysis of formal test results in Literacy and Maths;

The Register contains the following information:

- name, class, year group, and gender;
- identified gift or talent;
- Current assessment data and any other formal assessment details (eg Music or Gymnastics grade);
- note of any relevant extra-curricular activities;
- personal profile derived from discussions with staff and pupils, and written or verbal information from parents.

The progress of pupils on the Register of Gifted and Talented Children will be monitored by the School Leadership Team.

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The following Provision Map outlines our existing provision for able pupils:

Quality First Teaching All pupils benefit from…..	More Able Pupils Pupils within the ability group will benefit from…	Gifted and Talented Pupils A small number of exceptionally able pupils may require…
• Flexible ability grouped learning. Groups for maths, reading and writing based upon Termly assessments. • AfL (Assessment for Learning). • Differentiation. • Range of questioning styles including open questions and higher order thinking questions. • Varying levels of support. • Different working groups. • High quality resources. • Focus group work. • Use of success criteria. • Targets – individual and group. • Self-assessment and peer assessment/evaluation. • Rich mathematical tasks. • Plenty of opportunities to apply independent learning skills. • Real life learning contexts. • Use of scaffolding. • Ensuring lessons appeal to all learners (Visual, Auditory and Kinaesthetic). • Use of ICT. • Children presenting to the class. • Shared writing/guided writing. • All learning to have clear outcome. • Publishing of work (class books, blogs, etc). • Opportunities of choice within task. • Opportunities to take on posts of responsibility. • Trips/visitors.	• Opportunities to sometimes: plan own investigations. • Choose how to display/present work. • More able children may work independently during teacher input. • Time for self-initiated learning. • Different group roles (leader, facilitator, and scribe).. • Spot patterns within science and maths. • Open ended/challenging questions as an extension to answer and feedback to rest of class. • Children teaching specific skill (development of skills). • Children choose level of work to complete form given selection. • Lead assemblies.	• Subject extension groups. • Sports fixtures. • Music concerts. • In writing, free choice of genre to communicate. • Write pieces for newsletters. • Plan own learning within topic, carry out independent research within topic then teach/feedback to rest of class. • Opportunities to attend local/regional events with pupils of similar ability. • Signposting for parents and pupils to access appropriate support from other organisations e.g. websites, organisations for more able and talented pupils. Pupils may be offered… • Enrichment opportunities beyond the curriculum e.g. leadership opportunities, challenge events with other primary schools.