MORE ABLE AND TALENTED	AT&L Committee
Respect for All. Learners for Life.	

OVERVIEW

The school has adopted the Department of Education and Skills definitions:

- **More Able:** the top 5-10% of pupils per school as measured by actual or potential achievement in English, Maths, Science, History, Geography, Modern Foreign Languages, R.E, ICT or Design and Technology.
- **Talented**: the top 5-10% of pupils per school as measured by actual or potential achievement in the subjects of Art, Music or P.E.

INCLUSION

Our school is an inclusive school and in each class there are children with a range of additional needs including ADHD, Dyslexia, Speech and Language, ASD and moderate learning difficulties and staff are committed to promoting access for all children. Our school recognizes that children with additional needs in some areas of their lives may also be More Able and Talented in others.

AIMS

Our school aims to:

- Provide a clear whole school structure through which More Able and Talented pupils are identified
- Provide coherent and consistent provision for identified pupils using a programme of **Enrichment**, **Extension** and **Acceleration** activities

STRATEGIES

In order to achieve our aims our school:

- Identifies more able and talented children through a variety and combination of methods:
  - o Testing and analysis of data
  - o Teacher observation and liaison with colleagues
  - o Teacher Assessment, Recording and Reporting and Target Setting and Tracking
  - o Parent and Pupil feedback
- Provides a combination of the following types of support:

Enrichment Activities: Which encourage children to go beyond the usual limits of a topic or subject	Extension Activities: Which provide children with the opportunity to develop higher level skills	Acceleration Activities: Children are given work intended for older children
o Extra classroom exercises o Open-ended project work including model making o Open-ended question(s) to answer o Open-ended research using texts and/or the Internet o Attendance at workshops o Problem solving challenges. o Work with other schools on projects.	o Self directed learning in groups o Autonomous learning o Peer teaching o Collaborative Learning	o Provision of work intended for older children o Move to work with an older year group o Teaching by specialist teacher

Evidence: Written work, Photograph, Model, Project Work, Digital Recording, Register of attendance

- Accesses and fund the opportunities for more able and talented children provided by Children's Services, the Learning Network and regional and national associations
- Signposts parents/children to activities outside school to support and encourage development.

OUTCOMES

All of our children are supported to achieve and attain to their full potential.

MONITORING, EVALUATION AND REVIEW

The School Leadership Team and the Governing Body monitor the effectiveness, efficiency and impact of this policy annually.

Date adopted	Sept 2013	Review Cycle	Annually	Last Reviewed	Sept 2014	Version	Sept 14