



Living our learning

Knowles Primary School
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More Able and Talented Policy

Date agreed by the Governing Body: January 2016

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Date to be reviewed: September 2017

Introduction

Knowles Primary school values all children equally and ensures that all children have the opportunity to reach his/her full potential in a stimulating, challenging and engaging environment. Children identified as More Able, Gifted or Talented will be placed onto a MAT register within the school. We believe that we can make a difference in enabling these pupils to achieve their very best and recognise, in order to achieve this, the value and importance of firstly identifying their natural abilities and talents, ensuring further success through a range of strategies outlined in this document.

Definition of More able and Talented:

The terminology our school will use to define our higher achieving pupils will be 'more able', 'gifted' and 'talented'.

- **More able pupils:** are those pupils who are achieving above in one or more area of the curriculum in comparison with their peers
- **Gifted pupils:** are those who have the ability to **excel** academically, show a passion for particular subjects and seek to pursue them e.g. creative writing, mathematics, history etc.
- **Talented pupils:** are those who have the ability to excel in practical skills or master the arts e.g. leadership, music, artistic performance etc.

Identification of MAT children:

For children to be identified as MAT at Knowles Primary School; performance is monitored in KS1 and in KS2 after a discussion with the Inclusion Manager and continued monitoring, a decision will be made. Our identification strategy will make use of hard data and also draw on a wider range of qualitative evidence e.g.

- Teacher observation/assessment
- Standardised testing
- Case studies/pupil profiles
- Background information from parents
- Curriculum opportunities

Pupils may be identified at any time, as talents may become apparent as the year progresses or as learning opportunities evolve.

Provision for More able and Talented pupils at Knowles Primary School:

Strategies for developing challenge for more able, gifted and talented pupils include encouraging the child to move from and to the following in their learning:

- concrete- abstract (materials, ideas, application)
- Simple- complex (resources, skills, targets set)
- Single- multi-faceted/divergent (making connections within or across subjects)
- Structured- open-ended (decisions, approaches and solutions become the learner's responsibility)
- Little- greater independence (planning, monitoring, evaluating)
- Small- larger steps (in imagination, insight and application).

Strategies may also include the following:

1. Differentiation/challenge on planning
2. MAT clubs/workshops
3. Signposting to external provision/opportunities
4. Opportunities for children to work in a variety of situations
5. Extra-curricular clubs
6. Facilitated opportunities within the school day
7. Opportunities to celebrate achievements from both in and outside of school in celebration assemblies

Partnership with parents

The involvement of parents and pupils to support learning is crucial in determining educational outcomes. Where we can actively involve parents, it is likely to prove more successful for their child's achievements.



More able and Talented
Overview

Year group	Specific academic ability	Physical talent	Visual and performing arts	Physical talent	Leadership and social awareness	Mechanical ingenuity	Creative and productive thinking	Total talents	Total Children	%
Total										
% of school										
% of register										

School roll:	
No. of children identified:	
% of children identified in school:	
% of girls identified:	
% of boys identified:	
% of children also identified as EAL:	