

## **More Able and Talented Children Policy**

At Grantham Farm Montessori School we plan our teaching and learning so that each child can aspire to achieve their full potential. The purpose of this policy is to help to ensure that we recognise and support the needs of those children in our school with high learning potential who have been identified as 'more able' and/or 'talented', and extend their learning to challenge them further.

**'More able'** refers to a child who has a broad range of achievement at a level well above average, typically in the more academic subjects. A 'more able' definition includes the following elements:

- Learners who have the **potential or capacity** for high attainment;
- Learners who **demonstrate high levels of performance** in an academic area;
- Learners who are more able **relative to their peers** in their own year group, class and school/college;
- Ability in all areas of the curriculum **or** in a specific subject/curriculum area, including the arts and physical activities.

**'Talented'** refers to a child who excels with particular abilities in sport, music, design or creative and performing arts. This group includes those who are vocationally gifted, those with an innate ability, who present a natural, outstanding aptitude or competence for exceptional performance, but who does not necessarily perform at a high level across all areas of learning.

### **Underachieving more able learners**

In attempting to arrive at a useful definition for underachieving more able learners, we take into consideration the following criteria:

- Learners whose prior attainment demonstrates high levels of ability, but whose current performance fails to demonstrate this. Underachievement may be the result of barriers to pupils' learning, including socio-economic factors, SEMH needs, language and communication issues, etc.
- Learners whose contributions, responses and learning behaviours suggest that they are more able, although this is not reflected in their written work or assessments. This may include those learners with "dual" or "multiple exceptionality".
- Those who haven't yet been identified due to too narrow a curriculum or limited learning opportunities. These are potentially more able learners.

### **Dual and multiple exceptionality**

These terms describe learners who are more or exceptionally able and who also have additional learning needs e.g. dyslexia, autistic spectrum disorders, developmental coordination disorder, developmental language disorder, emotional and behavioural difficulties, physical and sensory differences. These additional learning needs or a disability can make it difficult to identify their high intellectual ability.

It is important to include this definition in more able policies as these pupils may otherwise be overlooked.

With this in mind we will ensure all children are fully supported and challenged by:

- Working together with parents/carers to establish starting points on entry to school
- Observing, assessing and planning activities in line with the individual child's needs and interests
- Providing challenging next steps to enhance the child's learning opportunities
- Where applicable, working with the school SENCO (see SEND policy), other services and professionals to ensure we can fully support the child's individual needs
- Working with the child's next school to provide learning that will stretch the child further in line with the child's future curriculum
- Support transitions by providing key information to the next provision.

**We ensure staff are aware of some early development signs of children that may be more able and talented including the following indicators:**

More able or talented children in language and literacy:

- Are able to read and respond to a range of texts at a more advanced level
- Use a wide vocabulary and variety of words in conversations and play
- Are able to write fluently and with little support

More able or talented children in mathematics:

- Explore a broader range of strategies for solving a problem
- Establish their own strategies for problem solving
- Are able to manipulate numbers in a wide range of ways beyond expected levels of achievement for the child's age and stage of development and learning

Senior leaders monitor all outcomes for children by tracking cohorts and individual children across the whole school. This will include more able and talented children. Senior leaders will ensure that all children are progressing at an appropriate rate from their starting points through challenging and supportive learning and opportunities.

#### **Useful websites**

- <https://potentialplusuk.org/> For parents and professionals supporting children with high learning potential
- <https://www.nace.co.uk/> National Association for Able Children in Education
- <https://www.thepotentialtrust.org.uk/> Provide, promote and encourage whatever makes education interesting and exciting for children with high learning potential

<b>This policy was adopted on</b>	<b>Signed on behalf of the school</b>	<b>Date for review</b>
<i>September 2023</i>	<i>E. Wetherley</i>	<i>September 2024</i>