The background features a light-colored, textured surface with several vertical, hand-drawn arms in shades of orange and brown. Each arm is holding a yellow star. The stars are scattered across the page, some appearing to be held up by the arms. The overall theme is one of achievement and potential.

HENDRE

Policy

More Able and Talented

Realising Potential @ HENDRE

This policy aims to guide staff in supporting those learners who are 'More Able and Talented'.

The following focuses clearly on whole-school provision, including leadership, well-being support and teaching and learning in order to ensure that those learners identified as being 'More Able' or those with such potential reach the highest of standards.

HENDRE

Mrs N Dean - MAT Lead PS1 / PS2

Mrs C Magwood - MAT Lead PS3

Mission

Definition

Curriculum

Well Being

**Roles
and
Responsibilities**

Transition

Identification

Responsibilities

MER

**More Able and Talented
Realising Potential @ HENDRE**

Rationale - Mission

Through our Hendre Mission Statements we aim to contribute to the overall development, progression and success of each and every Hendre pupil. Central to both Hendre Schools is our value for 'Nurture'. We strive to nurture the ambitions and aspirations of all of our pupils through encouraging happy learners who have the highest expectations of themselves.

At Hendre we see teaching and learning as being founded on the principle of opportunity for achievement and excellence for all. This means that all of our pupils have the right to an education appropriate to their abilities and needs and should be appropriately challenged and supported to enable them to achieve to their full potential. This, alongside the importance of supporting the development of the whole child and celebrating the unique abilities and talents of all of our pupils ensures a climate which is conducive for all of our pupils to achieve to their very best.

Definition of More Able and Talented

At Hendre the term 'More Able and Talented' is used to describe those pupils with abilities developed to a level substantially ahead of their peers in one or more aspects of their learning, those pupils who aspire to excel or those pupils who demonstrate such potential.

Our definition encompasses those learners already achieving and attaining the highest outcomes along with those who may be currently be underperforming or those who have barriers to their learning.

At Hendre we understand that these pupils may require enriched and extended opportunities, bespoke to them, within and beyond the classroom in order to develop their abilities to the fullest.

Identification of More Able and Talented Pupils

At Hendre the purpose of identification is to improve provision by creating a more informed picture of a pupils areas of strength and areas for development. Through highly effective teaching and learning all of our pupils are given a range of opportunities to reveal their widest range of abilities. This allows for a bespoke approach to pedagogy which in turn ensures that all of our learners reach their full potential.

From Progression Step 1 through to Progression Step 3 classroom observations form the starting point in the identification of our 'More Able and Talented' pupils. Ongoing observations against the Principles of Progression are used to track, monitor and evaluate pupils abilities, talents and interests. This alongside ongoing assessments and bespoke data analysis captures the fullest picture of our learners.

From this our practitioners have the opportunity to identify pupils who :

- Often learn new ideas and concepts quickly.
- Think quickly and accurately often at a higher level .
- Can work systematically with little or no support.
- Can work flexibly, processing unfamiliar information and applying knowledge, experience and insight to unfamiliar situations.
- Are creative, original and imaginative.
- Show high levels of empathy.
- Demonstrate high levels of attainment across a range of areas of learning and experience or within a particular area or aspect.
- Are determined and highly motivated.
- Display a curiosity, asks frequent questions and communicates thoughts and ideas exceptionally well.
- Can generate creative working solutions.
- May choose unusual ways of working.
- Have well developed leadership and team working skills.
- Have a particularly wide vocabulary and be verbally fluent.
- Demonstrate a particular physical dexterity or skill.
- May be highly musical.

This list is not exhaustive and our practitioners have the flexibility to adapt this to the needs of their learners.

Roles and Responsibilities

Teachers

At Hendre the quality of teaching is one of the most important factors which determines the realisation of the potential of all of our learners. Teachers therefore create a classroom climate in which the best from all pupils is expected and where the achievements of all are valued and rewarded.

In line with the Professional Teaching Standards for Wales all teachers at Hendre; ;

- Carry out ongoing observations of all learners in order to capture an accurate picture of those who are 'more able', those who are underachieving and those with the potential to excel beyond their peers.
- Generate and keep an ongoing record of each pupils' individual learning journey.
- Analyse data and carry out a range of flexible assessments in order to ensure the ongoing progress of all learners.
- Liaise with MAT Leads as an ongoing part of their practice and professional development.
- Seek parental views and communicate effectively with parents in order that they remain updated of their child's learning and progress.
- Set ambitious long and short term targets for all learners and ensure targets set are addressed through highly effective teaching and learning.
- Liaise with outside agencies where appropriate to support the well being and attainment of all learners.
- Disseminate key information on learner progress on transfer to another class and on transfer to another school.
- Drive the Four Core Purposes at the highest level for all learners.
- Effectively plan and differentiate their teaching and learning with open ended outcomes and flexible approaches.
- Incorporate higher order thinking skills across all areas of learning and experience and through the cross curricular competencies.
- Understand that all learners learn differently and provide opportunities for them to do so.

- Provide enrichment and extension activities for those learners who may need less time to master facts, skills and routine applications and can move on to more creative enquiries and independent learning at a quicker pace.
- Give opportunities for authentic learning experiences within and across the curriculum.
- Encourage collaboration amongst learners and where possible organise learners into mixed ability groupings so that they may learn from and support each other.
- Provide a range of resources which give learners the freedom to make their own choices and build their independence.
- Share examples of effective teaching and learning so that others may learn from their practice.
- Participate in ongoing professional research and professional enquiry to ensure high quality provision remains at the heart of the curriculum for learners.
- Review teaching and learning so that the needs of learners are met through effective classroom management.

More Able and Talented Leads

At Hendre effective leadership ensures that ;

- There is an up to date, ongoing record of 'more able' learners, those learners who may be underachieving and those with the potential to excel beyond their peers.
- Staff are supported in the identification of learners.
- Advice and support is provided to staff on effective teaching and learning strategies.
- Planning and work is monitored to ensure that suitable tasks and activities are being undertaken by learners across all AOLE's.
- Teaching and learning is regularly reviewed and recommendations incorporated into the MER Cycle.
- Both long and short term targets for learners are appropriately challenging and regularly reviewed.
- Policy expectations are monitored and information is fed back to the Governing Body.
- Professional learning and research opportunities are provided for all staff.

Governors

Governors at Hendre ensure that all children's needs are met and that teaching and learning is of the highest standard. Governors participate in regular Governor Engagement opportunities that include learning walks, book looks and listening to learners to ensure this. They provide regular and ongoing feedback to leaders of learning and act as critical friends to support the ongoing MER cycle.

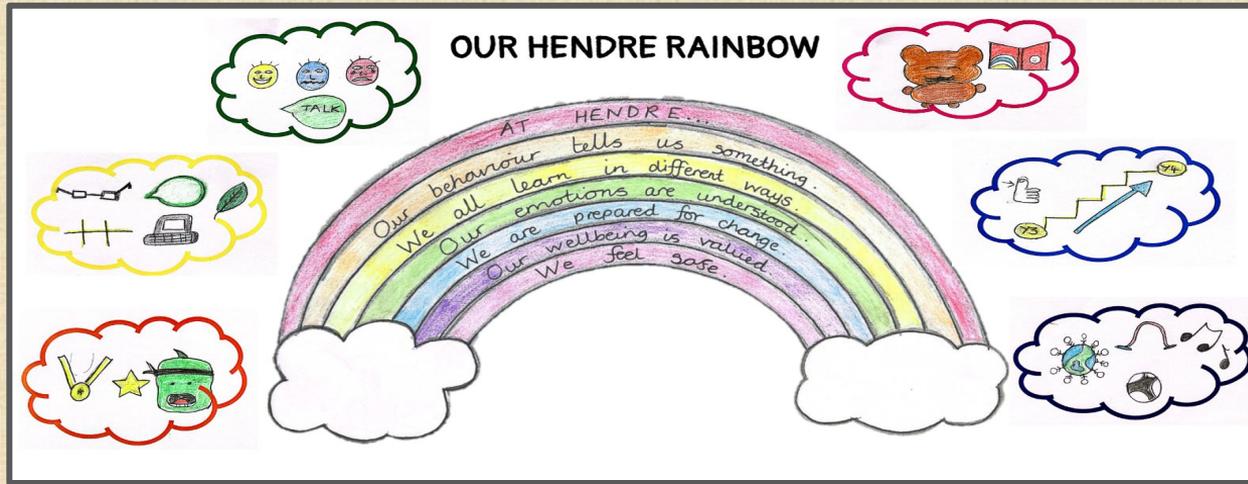
Lead Governor for Curriculum ; Mrs S Roberts

Well Being - Our Hendre Rainbow

At Hendre we recognise that our 'more able' learners are as likely to struggle with their well being just as any other learner. Our whole school approach to Well Being seeks to support the well being of all by promoting a positive, happy environment in which all learners can form positive relationships and thrive. As part of this approach all of our learners are provided with access to the outdoors, resources to help them self regulate, opportunities to relax and unwind, resources to facilitate children's dominant schemas and interests, opportunities to participate in extra curricular clubs and masterclasses etc.

To meet Hendre's **RADY Pledge**, those learners identified as 'more able' and who are identified as vulnerable have access to additional opportunities to develop their skills, strengths and talents in order to support their potential and aspirations.

At Hendre our **RADY Pledge** permeates our approach to teaching and learning and ensures that we have an equitable model to give more support, guidance, and challenge to identified 'more able', disadvantaged learners in all lessons to ensure their ongoing progress and success.



Transition Arrangements

At Hendre excellent communication between teachers, across progression steps and from year to year is essential in ensuring suitable provision is provided for all learners.

At Hendre effective recording and communication systems ensure that teachers are aware, at the start of each year of ;

- The progress made by 'more able' learners and those with 'potential'.
- Learners individual strengths, talents and areas for development.
- Progress made to date in pursuit of the Four Core Purposes and Integral Skills.
- Descriptions of Learning, Cross Curricular Competencies and Progression Steps already covered and those that need to be developed further.

