



## Most Able Policy

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## Belthorn Academy Primary School

### Most Able Policy

#### Mission Statement

*To provide a safe, stimulating and caring environment in which every child is encouraged to recognise and achieve their fullest potential in order for them to make their best contribution to society.*

#### Aims

At Belthorn Academy we are committed to providing a stimulating environment for all of our children. We value excellence, achievement and success. All children should be supported and challenged across the curriculum. We believe in treating pupils as individuals, providing an education that is tailored to their particular needs and abilities. This is especially relevant for our Most Able children.

#### Definitions

The DCSF (Department for Children, Schools and Families) defines able, gifted and talented learners as:

**"Those children and young people with one or more abilities developed to a level significantly ahead of their year group (or with potential to develop those abilities)."**

They can be identified in any year and amount to 7-10% of the school community.

Talented pupils are those with a particular ability in art, music, sport or the performing arts.

Able pupils are those with the potential to achieve at higher level than the majority of their peers in 'academic' subjects.

Gifted pupils are those capable of exceptional performance representing around 0.5% of the population nationally.

### Identification

Identification of Most Able pupils is an important process. A register of our Most Able pupils is kept by the co-ordinator but we are aware that talents and abilities emerge at different times and therefore inclusion in the cohort is not permanent. Parents/ carers are informed if their child is identified as Most Able within their class. The register is often fluid and may be altered each academic year or more often, if necessary.

It is worth remembering that Most Able pupils can be:

- Good all-rounders
- High achievers in one area
- Of a high ability but with low motivation
- Of good verbal ability but with low writing skills
- Very able but with a short attention span
- Very able but with poor social skills
- Keen to 'disguise' their skills

### Learning Across the National Curriculum

The National Curriculum can promote learning across the curriculum in a number of areas such as spiritual, moral, social and cultural development, key skills and thinking skills. In recognising children who are 'Most Able', we have the potential to contribute effectively to these areas of learning.

### The Principles of Able, Gifted and Talented Education

As taken from Service Children's Education 'The Able, Gifted and Talented' (2008) p1 'Able, gifted and talented pupils should have the opportunity to experience success in learning and achieve as high a standard as possible.

Teachers should set high expectations and provide opportunities for all able, gifted and talented pupils to achieve the best that they can.

Teachers should work to overcome potential barriers to learning for individuals and groups of able, gifted and talented pupils.

Most Able pupils should experience a broad, balanced curriculum throughout their schooling that meets the requirement of the National Curriculum, including religious education.

Most Able pupils also have the right to leisure.

There should be recognition that some Most Able pupils are at risk of underachievement.'

At Belthorn Academy, we recognise and adhere to the key principles for our children identified as 'Most Able'.

### **Types of Provision**

Classroom Provision:

- Teachers have high expectations and are aware of their able, gifted and talented learners.
- Teaching is personalised, pacy and challenging.
- There are planned extension opportunities or open-ended tasks that promote higher order thinking skills.
- Greater depth opportunities (within their year group objectives) for the more able learners.
- A variety of grouping is used effectively e.g. mixed ability, setting etc.

School Based Provision (subject dependent):

- Shared celebrations of achievements.
- School clubs including sport, art and music.
- School councils.
- Enrichment opportunities including specialist days.
- Intervention Groups.
- Opportunities to learn musical instruments (music lessons by specialist teacher).
- Opportunities for performance.
- Partnerships with cluster schools.
- Competitions within school.
- Challenge afternoons.

### Out of School Provision:

- To help children find support, training and clubs for more diverse talents.
- Opportunities to enter competitions nationally and locally.
- 'Able days' within the local area.
- Ensure close secondary liaison.

### Review and Development

The 'Most Able' leader, with the support and active participation of the whole staff, is responsible for:

- Updating and reviewing the information record of children on the gifted and talented register and monitor their progress.
- Ensuring liaison with parents where necessary.
- Reviewing the policy.
- Monitoring provision.
- Identification of any suitable mentors for pupils.
- Provision of any necessary resources.
- Keeping up to date with information to do with the AGT and feeding back to the staff.
- Developing links with agencies or organisations that support AGT.
- Developing links with other schools in the area.
- Consulting with the SLT, staff and governors.

