

HARTFORD CHURCH OF ENGLAND HIGH SCHOOL
More Able and Talented Children

Date	Review Date	Coordinator	Nominated Governors' Committee
3/05/16	Summer 2018	Lydia Naylor	The Curriculum & Standards Committee

We believe we have a duty to ensure that all children have equal rights to the opportunities offered by education and that all children will be encouraged to fulfil their potential in their academic, physical and creative achievements.

We want to give all children the right to access high quality educational experiences, to take part in a broad and balanced curriculum and to be part of the social life of the school.

We recognise that within the school we have more able, gifted and talented children. We believe that:

- more able children demonstrate a higher ability than average for the class and often require differentiated tasks and opportunities to learn through challenges;
- gifted children are those who have the ability to do well in more than one subject;
- talented children demonstrate an innate talent or skill in creative, cultural or sporting fields

We encourage individual children to develop their attributes and skills within a learning environment that embraces equality of opportunity. We strive to develop the whole child by providing a variety of learning experiences in a secure learning environment.

We will identify more able and talented children by:

- Teacher observations
- Staff discussions
- Analysis of pupils' work
- Teacher assessment
- Statutory assessments
- Analysis of data
- Discussions with parents
- Discussions with children
- Discussions with outside agencies and local clubs

We wish to work closely with the School Council and to hear their views and opinions as we acknowledge and support Article 12 of the United Nations Convention on the Rights of the Child that children should be encouraged to form and to express their views.

We as a school community have a commitment to promote equality. Therefore, an equality impact assessment has been undertaken and we believe this policy is in line with the Equality Act 2010.

Aims

- To identify at an early stage More Able and Talented children.
- To address and develop specific skills and talents by providing wider opportunities and expectations by extending teaching and learning skills.
- To work with other schools in order to share good practice in order to improve this policy.

Responsibility for the Policy and Procedure

Role of the Governing Body

The Governing Body has:

- appointed a member of staff to be responsible for More Able and Talented Co-ordinator;
- delegated powers and responsibilities to the Headteacher to ensure all school personnel and stakeholders are aware of and comply with this policy;
- responsibility for ensuring that the school complies with all equalities legislation;
- nominated a designated Equalities governor to ensure that appropriate action will be taken to deal with all prejudice related incidents or incidents which are a breach of this policy;
- responsibility for ensuring funding is in place to support this policy;
- responsibility for ensuring this policy and all policies are maintained and updated regularly;
- responsibility for ensuring all policies are made available to parents;
- the responsibility of involving the School Council in the development, approval, implementation and review of this policy;
- nominated a link governor to visit the school regularly, to liaise with the Headteacher and the coordinator and to report back to the Governing Body;
- responsibility for the effective implementation, monitoring and evaluation of this policy

Role of the Headteacher

The Headteacher will:

- ensure all school personnel, pupils and parents are aware of and comply with this policy;
- work closely with the link governor and coordinator;
- provide leadership and vision in respect of equality;
- provide guidance, support and training to all staff;
- monitor the effectiveness of this policy;
- annually report to the Governing Body on the success and development of this policy

Role of the More Able and Talented Co-ordinator

The co-ordinator will:

- lead the development of this policy throughout the school;
- work closely with the Headteacher and the nominated governor;
- ensure that the identification strategies are in place;
- keep a More Able and Talented register;
- monitor progress of the children on the register each term in order to ensure that pupils are on track to meet targets;
- ensure records are kept by school personnel;

- lead staff discussions and training;
- liaise with parents offering advice and support;
- liaise with the governor with responsibility for more able and talented children;
- ensure that adequate resources are in place;
- keep up to date with new developments and resources;
- review and monitor;
- annually report to the Governing Body on the success and development of this policy

Role of the Nominated Governor Committee

The Nominated Governor Committee will:

- work with the Headteacher and the coordinator;
- ensure this policy and other linked policies are up to date;
- ensure that everyone connected with the school is aware of this policy;
- annually report to the Governing Body on the success and development of this policy

Role of the Senior Leadership Team

The Senior Leadership Team will:

- consider More Able and Talented as being a priority of the school's development plan;
- provide resources to support this policy;
- monitor the performance of pupils by analysing data and by discussion with class teachers;
- monitor the progress and development of this policy;
- assess the impact of this policy

Role of the Teaching Staff

The teaching staff will:

- ask parents to identify their child's talents and abilities when they enter the school and at parent-teacher consultations;
- endeavour to identify more able and talented children at an early stage;
- ensure that planning meets the needs of these children;
- use a variety of teaching and learning strategies to develop these children;
- provide lessons that motivating, engaging and challenging;
- create a learning environment that will inspire, encourage and challenge children;
- inform parents when their child has been placed on the register for More Able and Talented children;
- show parents how to support their child outside school;
- keep parents informed of the progress made;
- implement the school's equalities policy and schemes;
- report and deal with all incidents of discrimination;
- attend appropriate training sessions on equality;
- report any concerns they have on any aspect of the school community

Role of the School Council

The School Council will be involved in:

- determining this policy with the Governing Body;
- discussing improvements to this policy during the school year;
- organising surveys to gauge the thoughts of all pupils;
- reviewing the effectiveness of this policy with the Governing Body

Role of Pupils

We will seek the views and wishes of all more able and talented children when we are considering the provision.

Pupils will:

- be aware of and comply with this policy;
- make a wider contribution to school life, such as taking on a Prefecting role, leading or supporting a club, or becoming a subject leader.
- learn to take pride in their work;
- produce work of a high standard;
- listen carefully to all instructions given by the teacher;
- ask for further help if they do not understand;
- participate fully in all lessons;
- participate in discussions concerning progress and attainment;
- treat others, their work and equipment with respect;
- support the school Code of Conduct and guidance necessary to ensure the smooth running of the school;
- talk to others without shouting and will use language which is neither abusive nor offensive;
- hand in homework properly completed and on time;
- wear correct uniform
- liaise with the school council;
- take part in questionnaires and surveys

Role of Parents/Carers

Parents/carers will:

- be encouraged to support their child at all times;
- inform the school of their child's talents and skills;
- inform the school of any special achievements out of school;
- work closely with the school;
- be encouraged to take an active role in the life of the school by attending:
 - parents and open evenings
 - parent-teacher consultations
 - class assemblies
 - school concerts
 - fundraising and social events
- be encouraged to work in school as volunteers;

- be encouraged to organise after school clubs or groups;
- be asked to take part periodic surveys conducted by the school;
- ensure regular and punctual attendance;
- notify school on the first day of pupil absence;
- have holidays in term time and authorised by school;
- encourage effort and achievement;
- encourage completion of homework and return it to school;
- provide the right conditions for homework to take place;
- hand in homework on time;
- support the school Code of Conduct and guidance necessary to ensure smooth running of the school;
- ensure correct school uniform is worn

Raising Awareness of this Policy

We will raise awareness of this policy via:

- the School Handbook
- the school website
- the Staff Handbook
- meetings with parents such as introductory, transition, parent-teacher consultations and periodic curriculum workshops
- school events
- meetings with school personnel
- communications with home such as end of half term newsletters
- reports such as annual report to parents and Headteacher, reports to the Governing Body

Training

We ensure all school personnel have equal chances of training, career development and promotion.

Periodic training will be organised for all school personnel so that they are kept up to date with new information and guide lines concerning equal opportunities.

Equality Impact Assessment

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation.

This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at this school.

Monitoring the Effectiveness of the Policy

The practical application of this policy will be reviewed annually or when the need arises by the coordinator, the Headteacher and the nominated governor.

Approved by Governors' Curriculum & Standards Committee on 3rd May 2016

A statement of the policy's effectiveness and the necessary recommendations for improvement will be presented to the Governing Body for further discussion and endorsement. (See Policy Evaluation)

Linked Policies

▪ SEN	▪ Curriculum, Homework And Assessment for Learning
▪ Teaching and Learning	

Initial Equality Impact Assessment				
Policy Title	The aim(s) of this policy	Existing policy (✓)	New/Proposed Policy (✓)	Updated Policy (✓)
More Able and Talented Children	To address and develop specific skills and talents of More Able and Talented Children			✓

This policy affects or is likely to affect the following members of the school community (✓)	Pupils	School Personnel	Parents/carers	Governors	School Volunteers	School Visitors	Wider School Community
	✓	✓	✓				

Question	Equality Groups																		Conclusion										
	Age			Disability			Gender			Gender identity			Pregnancy or maternity			Race			Religion or belief			Sexual orientation			Yes	No			
Does or could this policy have a negative impact on any of the following?	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS					
	✓			✓			✓			✓			✓			✓			✓			✓				✓			
Does or could this policy help promote equality for any of the following?	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Yes	No
	✓			✓			✓			✓			✓			✓			✓			✓				✓			
Does data collected from the equality groups have a positive impact on this policy?	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Yes	No
	✓			✓			✓			✓			✓			✓			✓			✓				✓			

Conclusion	We have come to the conclusion that after undertaking an initial equality impact assessment that a full assessment is not required.		
Preliminary EIA completed by	Date	Preliminary EIA approved by	Date
David Nield	03/05/2016	Governors' Curriculum & Standards Committee	03/05/2016