

Grimsargh St Michael's C of E Primary School



Deeper Learning and Talented Policy

Let your light shine before people so that they may see your good works and glorify your Father in heaven (Matthew 5: v.16)

Inspiring, believing and achieving in our loving Christian community

Introduction

As our Mission Statement says, at Grimsargh St. Michael's, we believe that all pupils are entitled to receive the support and challenge necessary to help them to develop their full potential. We are committed to the development of the whole child. We strive to create an environment in which children can feel happy, confident and independent and who are enthused by learning; to ensure that children feel valued as part of a collaborative learning community, where excellence and enjoyment is at the heart. Every child will be provided with an opportunity to shine and be successful, building self-esteem and a positive sense of well-being.

Definition

At Grimsargh St. Michaels' we use the general term 'deeper learner' to refer to pupils who learn within the highest possible standard. This may be in one or more areas. Specifically, 'deeper learners' are those pupils who learn within the highest standards in academic subjects e.g. maths, reading, writing, history. 'Talented' pupils will have a special ability in the areas of music, art or sport.

Aims

- Identify the learning, social and emotional needs of our deeper learners and talented children and recognise those who may have the potential but who are underachieving.
- To ensure that all staff receive appropriate support and guidance to provide challenge in the classroom, within an ethos of high expectations.
- To ensure that where necessary individuals receive academic or pastoral support to 'achieve their potential'.
- To use a broad range of qualitative and quantitative data to identify our most able pupils.
- To work with parents to help pupils achieve their potential and to be ambitious.
- To challenge our deeper learners with an enriched curriculum to stretch, challenge and further deepen their understanding and knowledge.

- To develop the 'whole child' building resilience, perseverance and eliminating a 'fear of failure'.
- To encourage risk taking and having a go, developing growth mindset and independence.

Identification

Our aim is actively to identify our deeper learners and talented children. We realise that this is easy when a child is apparently good at everything but more difficult on occasions because deeper learners and talented pupils may demonstrate some of the following traits:

- They may be very willing to talk but reluctant to put things down on paper. When they do, handwriting and spelling may be poor.
- They may produce high-quality work in one particular subject or area but be unexceptional or even below average in others.
- They may sometimes have difficulty getting on with their peer group and concerns about behaviour can sometimes mask their true ability.
- They may be poorly motivated and therefore not producing what the teacher feels they may be capable of.
- There may be factors which mask the child's true ability such as English being an additional language or a lack of pre-school stimulation.

Our aim is to build up a comprehensive picture of each child's ability by using as many indicators and as much information as possible. We will draw that information from:

- Detailed records from previous classes including teacher assessments.
- Test results (baseline assessment, SATs, etc.).
- Teacher referral, to include identification of those children who are underachieving.
- Discussion with the child.
- Good communication between teachers, including regularly updating the 'deeper learning' register throughout the year. When completing the register teachers are encouraged to look initially at 'common characteristics of the child' before looking at the curriculum areas.
- Subject leaders have an overview register so 'deeper learners' throughout the school can be identified quickly and easily.
- Parental nomination.
- Peer nomination.
- Continuous assessment by the teacher through tasks which are open-ended enough to allow the child to show what he or she can do.
- Teacher familiarity with the characteristics of a deeper learner.

Parental involvement

Parents see their child in a range of different contexts that might provide valuable information for our school- they will complete a 'Parent Nomination' form as identification. We consider that it is important to make parents aware that their child's ability has been recognised and that we are seeking to ensure that an appropriate educational experience is available

Provision- a whole school approach

Our aim is to provide good quality learning experiences for our deeper learners and our talented pupils by adopting the following approaches:

- A climate within school that ensures the children feel good about achieving high standards.
- A climate in which children are taught how to get along with each other, feel comfortable with each other and where individual differences are accepted and celebrated.
- The identification of the particular needs of deeper learners prior to planning, including policy documents, schemes of work, medium-term plans, short-term plans and plans for individual lessons. These needs will be general or specific as appropriate.
- The provision of appropriate resources.
- The encouragement of children to be independent in their learning. This will include the provision of opportunities for them to organise their own work, access the resources they need, work unaided, make their own choices about work, evaluate what they are doing and critically assess their own work.

AGT leader

- Monitor and review the deeper learning register- ensure it is a 'fluid' document.
- Ensure identification systems in place and being followed.
- Identify the professional development needs of staff.
- Ensure that subject leaders are aware of the deeper learners for their subjects and are supporting staff with provision.
- Analysis of school data at the end of each key stage and compare to national data.
- Monitor the provision for these pupils both in and out of school.

Subject leaders

Subject leaders have a specific role in ensuring that their subject provides opportunities for the deeper learners and for our talented children to demonstrate and develop their abilities. They should also offer support and guidance to staff re identification of and challenge for these children, as and when necessary.

Conclusion

The success of the policy will impact on the school's ethos. At Grimsargh St. Michael's we want our pupils to 'Let their Light Shine' (Matt 5 V16) and to strive to achieve their full potential. We want our staff to feel confident in offering appropriate levels of challenge for our deeper learners. We will measure success by both academic performance and an increase in the confidence and independence of our learners.

Signed: **Mr Stuart Booth**

Date: **January 2023**

Review Date: **July 2023**

Agreed by the Curriculum Committee: