







WESTFIELD PRIMARY SCHOOL

2022-23

More Able, Gifted and Talented Subject Report

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| Subject | More Able, Gifted and Talented | Date | September 2022 |
| Report prepared by | Paulette Poffley | | |
| Overview of the year: Sept 2022 - July 2023 | | | |
| <p>School re-opened fully in September and the intervention groups focused on Reading and Maths for those pupils previously identified as greater depth whose progress had fallen during the previous year. The aim was to identify gaps in learning as a result of the national school closure and make these the focus of short intervention groups.</p> <p>I facilitated the welcome return of the More Able Workshops from the Spring term for maths and writing.</p> | | | |
| Curriculum: Intent, implementation, Impact | | | |
| <p>Intent Our PRIDE values are central to the More Able strategy. Our pupils come from a wide range of backgrounds and the aim is to deliver equity for all. Children get a positive start to their learning and are encouraged to foster a love of learning throughout their school career through high-level class teaching.</p> <ul style="list-style-type: none"> • From EYFS onwards, we develop the skills required for successful outcomes into the future - curiosity, problem solving, independence, articulation and self-motivation. • We follow a carefully planned and structured curriculum so there is a clear progression of knowledge, skills and understanding. • Targeted support is given to PP and SEND children. • As the children progress through the school, we continue to develop their ability to acquire a deeper knowledge and understanding. • We broaden their horizons with exposure to a wealth of experiences. | | | |
| <p>Implementation To ensure that the More Able are challenged and stretched, not just in core subjects but within all subjects. We intend to:</p> <ul style="list-style-type: none"> • Plan and teach high quality lessons for all pupils across the curriculum and include excel challenges for the most able. • Encourage curiosity and self-questioning in the pupils. • Maximise the use of interactive resources such as Seesaw, VR headsets, and i-pads to promote independent learning and provide evidence of learning experiences | | | |
| <p>Impact Through this work we will:</p> <ul style="list-style-type: none"> • Encourage the children to be proud of their achievements and continue to strive to improve. • To develop inquisitive minds with a questioning culture. • To be happy to discuss and share ideas with each other. • To have the self-confidence to learn from their mistakes without fear of failure. • To recognise that the skills and learning will set the foundations for their future successes. • <p>Despite the disruption to learning caused by the pandemic, most children identified as more able at the end of KS 1 have maintained their progress. Those children whose progress causes concern have been identified and will be highlighted to new class teachers.</p> <p>I shall be focusing interventions on these children and monitoring their progress carefully.</p> | | | |
| Next steps: | | | |
| <p>Going forward, the focus of my intervention groups is with children in KS2 identified as having been greater depth and who have not made expected progress in Reading or Maths.</p> <ul style="list-style-type: none"> • An intervention targeting Yr 2 more able writers • AIM High workshops in Maths and Writing have been booked for the coming year from Yr 2 to Yr 6. | | | |

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| <ul style="list-style-type: none"> To continue to monitor adaptations in planning for the more able pupils and provide advice for staff Continue to carry out pupil voice surveys and learning walks over the year | |
| 5 Key messages of the year: | What Performance Information is monitored? What are the 3 questions are you considering for future developments? |
| <ol style="list-style-type: none"> Diversity week, Maths week, Writing week and curriculum days facilitated the More Able pupils to practice and show case their learning. Quality First teaching has maintained the progress of most more able children. Regular monitoring of books and planning adaptations for MA pupils. Return of MA workshops is an important way to improve our pupils cultural capital with exposure to a variety of authors from diverse backgrounds. Witnessing the children's enthusiasm and quality of writing during the workshops. | Key Questions: <ol style="list-style-type: none"> Are we successfully tracking the progress of More Able and using it to inform planning? What do the More Able pupils think about the opportunities they have in school? Are children developing at a rate that is consistently above their peers or are they levelling out? This information will be identified through analysis from the Data sheets from EYFS onwards. |
| What is progress like within this subject? | How much funding did you receive this year and what was it spent on? |
| <p>The progress of Pupils identified as More Able is monitored regularly in the key areas of Maths, Writing, Reading and GPS.</p> <p>Despite the disruption to learning, most of the pupils identified as More Able have continued to work at greater depth.</p> | <p>£0.00</p> |
| How does your subject area help to further develop SMSC (Learning for Life) in and around the school? | How are Fundamental British Values promoted within your subject? |
| <ul style="list-style-type: none"> Spiritual: In RE, children that are more able gain a deeper understanding of different religions and reflect on how these might impact upon our lives. Moral: In Learning for Life, children are challenged to discuss difficult moral issues and to form opinions and solutions based on their own thoughts. Social: Children often work in mixed ability groups in class which encourages them to develop their own teaching skills. Cultural: most able children are encouraged to think and discuss their opinions about different cultures in the creative curriculum. | <ul style="list-style-type: none"> Democracy- children discuss the role of democracy in our country and other parts of the world, often as a result of their reading activities. Rule of law- children recognise the importance of rules for the good of all. Mutual respect- the children work together in small groups, sharing ideas and supporting each other in a positive way. Individual liberty- the children are able to share their thoughts and opinions in a safe environment within the school and society. Tolerance of different cultures and religions- the children in Westfield are of |

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| | different faiths and cultures but all work together in a respectful way. |
| If you could change/ develop one thing in this area what would it be and why? | What will be the three key resources you will be bidding for this year and why? |
| For children to develop greater self-belief and be prepared to have a go. | N/A |
| <p>Every child is entitled to a broad and balanced curriculum. Able, gifted and talented features are in all areas of the curriculum in all year groups. We aim to provide the highest quality of education for all our children, in an environment that is challenging, motivating, disciplined, caring and moral, where children can acquire the skills and knowledge appropriate to their individual needs through the delivery of a creative curriculum. Within all lessons, teachers ensure that activities are available to effectively challenge and extend the More Able, Gifted and Talented children.</p> <p>6 key skills:</p> <ol style="list-style-type: none"> 1. Questioning 2. Reasoning 3. Challenging others 4. Supporting others 5. Making links 6. Evaluating <p>A good More Able learner would be achieving greater depth throughout the curriculum by the end of year 6. This would mean that they can clearly demonstrate that they have acquired and can use the 6 skills identified above.</p> <p>Quality Assurance provides evidence through book looks, photographs and planning, that children are learning skills and not just the topic knowledge.</p> | |
| <p>What does Fast Feedback look like in your subject? How do you know this has been effective for children's progress?</p> | <p>Is your subject an SDP priority? Has there been school training and / or development related to your subject / specific SDP objectives? Have you taken part in any individual research? What has been the impact of this on the children and staff?</p> |
| <p>Evidence of children self-correcting their work and re-drafting, if appropriate. Evidence of fast feedback policy in place in which pupils' work is seen to improve as a result.</p>     | <p>More Able, Gifted and Talented is not an specific SDP priority however it is a integral part of all the core subjects.</p> <p>Subject Folder holds any information pertaining to QAs, subject networks, informal networks, moderation, training PowerPoints etc, research activities.</p> |