



'Creating an inspirational learning community for all'

Policy for More Able, Gifted and Talented Pupils

DATE OF DRAFT: NOVEMBER 2011
RESPONSIBILITY: DEPUTY HEADTEACHER
DATE OF REVIEW: NOVEMBER 2014

1 Rationale

This policy is an integral part of the school's broader development of maximum inclusion of educational opportunity for all pupils, as expressed in our GREAT values, and specifically states our commitment to providing an environment in which all pupils are enabled to GROW, ENJOY and show AMBITION.

2 Aims

This policy is intended to support the following aims:

- The raising of aspiration for all pupils
- High expectations of achievement for all pupils
- Greater enterprise, self-reliance and independence for all pupils
- Securing pupils' entitlement to a suitably personalised and challenging learning experience that engages with their needs and interests

3 Definitions

Our school recognizes that there is no set definition of what constitutes a More Able, Gifted and Talented pupil. However, to support the advice outlined in this policy, we draw on the definitions provided by South Gloucestershire Department for Children and Young People:

3.1 More Able refers to the *children and young people at the upper end of the ability range in most classes, typically those children achieving level 3 and level 5 at the end of Key Stage 1 and 2.*

3.2 Gifted and Talented children are defined as *children and young people with one or more abilities developed to a level **significantly** ahead of their year group (or with the potential to develop those abilities) ie beyond level 3 or level 5 in academic subjects at the end of KS1 and 2*

3.2.1 Gifted children and young people are capable of excelling in **academic** subjects (such as English, Maths, Languages, History or Science)

3.2.2 Talented children and young people may excel in areas of the curriculum where **visio-spatial skills** or **practical** abilities are developed, as well as academic skills (such as PE, drama, music or art and design).

3.2.3 In addition, a child may be very able in some areas and also appear on the Special Educational Needs (SEN) register for behavioural, social, physical, sensory or specific learning difficulties. Such a child has a **Dual or Multiple Exceptionality**.

4 Identification

All the children in the groups above are recognised to be unique individuals, with their own individual strengths and weaknesses, and hence the importance of identification leading to personalisation of their learning experiences

4.1 Typically, but not exclusively, more able pupils show the potential to achieve the following levels by the end of their key stage:

- KS1 - Level 3 at the end of Key Stage 1
- KS2 - Level 5 at the end of Key Stage 2

4.2 Gifted children may well exceed these levels in their academic attainment.

4.3 It is important to note that talented pupils may or may not show high academic ability in academic assessments and further identification procedures are necessary to ensure pupils' needs are met (for example, teacher assessment in other National Curriculum subjects, such as PE, Art...etc)

4.4 Our school has a process for identifying pupils who are gifted and talented which is set out as an appendix to this policy. **(See appendix 1)**. Our school is committed to an inclusive policy of identifying pupils' potential regardless of their race, religion, background or individual needs.

This information is collated by the gifted and talented co-ordinator and is made available to all staff. The gifted and talented register is regularly reviewed and updated.

5 Gifted and Talented Register

5.1 Pupils are included on the gifted and talented register when we have identified a child's specific needs at the appropriate level; we then agree a programme of enrichment, enhanced provision or celebration in order to develop their gift or talent.

5.2 More able pupils are not routinely put on the register as they receive their support through 'quality first teaching' and personalised learning within class. However, there may be times when we consider a more able child has the 'potential' to be gifted or talented and in this case, additional provision may be planned and the child included on the gifted and talented register. Not being on the register does not preclude pupils from accessing enrichment activities.

5.3 Pupils can move on and off the school register as appropriate, following an annual evaluation of their progress and the impact of the provision. All stakeholders are made aware of this. We are sensitive to the potential effects of 'labelling' Removal from a register may affect children and their parents/ carers, particularly at vulnerable times such as moving between schools and transition between key stages.

6 Provision

6.1 Within School:

All pupils, including the more able, gifted and talented, experience appropriate levels of challenge and enrichment through 'quality first teaching', personalised learning in the classroom and in extra curricular activities. In mapping this provision teachers will consider the following strategies.

6.1.1 Planning:

- Identifying provision for able, gifted and talented pupils in subject policies and plans

- Identifying clear stages of development in schemes of work
- Planning a differentiated curriculum with a balance of whole class, group and individual teaching
- Restructuring class organisation or pupil grouping (setting, acceleration, fast-tracking, compacting, early entry)
- Setting open ended and stimulating tasks for home learning
- Differentiation through pace, task, dialogue, support, outcome, resource, content and/or responsibility
- Planning a variety of extension and enrichment activities

6.1.2 Challenge:

- Problem solving and investigation to develop reasoning and thinking skills
- Use and model open-ended questions and tasks
- Introduce elements of competition within and outside peer group
- Competition against self through target setting
- Opportunities for creative and productive thinking

6.1.3 Extending and enriching the curriculum:

- Visiting experts and range of materials and resources
- Visits/workshops from poets, writers, artists, actors, dancers etc.
- Increased technical and specialist language
- Use of subject specialists
- Use of additional support, TA's, other adults, older pupils and parents for one to one or group work to extend child in a specific area (social or academic)
- Links with outside agencies (music tuition, sports coaches, etc.)
- Clubs at lunchtime or after school, covering academic as well as other activities
- Participation in special competitions
- Enrichment sessions during the school day
- Cluster activities with other schools

6.1.4 Provision for Gifted and Talented students will enhance these strategies through:

- Arrangement of enrichment and extension activities, specific to their gifts and talents
- Opportunities for G&T pupils to meet and learn together on specific projects/activities
- Mentoring/peer group support to support social and emotional development
- Activities organised by outside associations (such as National Academies)
- Close liaison with parents, coaches and teachers

6.2 Outside School

The most effective support the school can provide to parents of able, gifted and talented children is via open communication of information about progress and strategies adopted. The school will need to make use of, or signpost families to opportunities offered by:

- Subject specialists
- Visiting experts
- School library service
- Specialist clubs and societies
- National Associations
- The Internet

7 Continuity and Progression

- Information on more able, gifted and talented pupils is provided on transfer between classes
- Information on more able, gifted and talented pupils is provided on transfer between schools

8 Named Coordinator and Named Governor

8.1 The Gifted and Talented Co-ordinator for our school is Warrick Barton (Deputy Headteacher)

8.2 A named governor has responsibility to ensure that more able, gifted and talented is always on the agenda at Children and Families Committee.

9 Continuing Professional Development

- Regular training for Gifted and Talented Co-ordinator and Governor
- Appropriate in-service for all staff
- Involvement in cluster co-ordinator meetings and training initiatives

10 Monitoring, Evaluation and Review

Pupils' achievements will be monitored and evaluated against set individual targets. This process will include:

- Pupil progress meetings as part of the school programme
- Regular tracking of progress across the curriculum
- Encouraging pupils to assess and review their own performance
- Valuing out of school achievements
- Intervention activities to prevent underachievement.

The school will evaluate its provision through:

- Auditing practice and provision against the Institutional Quality Standards and the Classroom Quality Standards for gifted and talented pupils.
- Reporting to governors through the Children & Families Committee.

The review of the Policy will be undertaken by the named leader for More Able, Gifted and Talented (see above).

Appendix to policy for More Able Gifted and Talented Pupils

Identification of G&T pupils

A1. Characteristics of More Able, G&T learners

The following characteristics (taken from the 1998 Ofsted review of research by Joan Freeman) are not necessarily proof of high ability but they alert us to enquire further into an individual's learning patterns and ability levels.

He or she may:

- be a good reader;
- be very articulate or verbally fluent for their age;
- give quick verbal responses (which can appear cheeky);
- have a wide general knowledge;
- learn quickly;
- be interested in topics which one might
- associate with an older child;
- communicate well with adults – often better than with their peer group;
- have a range of interests, some of which are almost obsessions;
- show unusual and original responses to problem-solving activities;
- prefer verbal to written activities;
- be logical;
- be self-taught in his/her own interest areas;
- have an ability to work things out in his/her head very quickly;
- have a good memory that s/he can access easily;
- be artistic;
- be musical;
- excel at sport;
- have strong views and opinions;
- have a lively and original imagination/sense of humour;
- be very sensitive and aware;
- focus on his/her own interests rather than on what is being taught;
- be socially adept;
- appear arrogant or socially inept;
- be easily bored by what they perceive as routine tasks;
- show a strong sense of leadership; and/or
- not necessarily appear to be well-behaved or
- well liked by others.

These characteristics help to identify a broad group of pupils from whom gifted and talented pupil may be identified with reference to the information sources and identification methods outlined below.

A2 Identification methods

Gifted and talented pupils are identified by drawing on a wide range of information sources, including both qualitative and quantitative information. These are outlined below:

a) Teacher/staff nomination

Teachers spend a lot of time with children, assessing their abilities in a range of subjects and skills as part of everyday teaching and learning. Therefore, this is one of the main ways in which children are identified.

b) Checklists

The characteristics above are also used to support a checklist of behaviours that help teachers and other adults in school identify potentially gifted and talented pupils.

c) Testing- achievement, potential and curriculum ability

Test results enable teachers to identify performance in academic subjects in relation to their peers and national expectations. The school uses APP/ or similar to track pupil progress in reading, writing and maths. Teachers may also identify where a child has particular skills and knowledge in other curriculum subjects such as history or design technology.

d) Assessment of children's work

Assessments, including the marking and levelling of children's work enables the school to identify high performance in relation to peers and pupils nationally.

e) Peer nomination

Peers are able to nominate pupils they believe demonstrate a gift or talent. They are often well placed to identify this in areas that do not fall within the school curriculum or skills that may not be shared readily with adults.

f) Parental information

Parents have a huge amount of information regarding their child's abilities and are encouraged to share this with school where they believe their child may be gifted or talented.

g) Discussions with children/young people

When talking to pupils, certain gifts or talents may be revealed (or the potential for such gifts or talents). Discussions with pupils occurs as part of the school's monitoring and self evaluation.

h) Using community resources

Sometimes, community groups may contact school to identify a particular gift or talent a child is demonstrating outside of school.

A3 Next steps

Once a child has been identified as gifted or talented they are added to the register and this information is shared with parents and carers. They are also identified on the school census. Provision for identified pupils is then planned as outlined in the main policy document.