

Glenmere Primary School



# More Able and Gifted and Talented Pupils Policy

Nov 17

## Definition

As a working definition we will apply the following guidelines:

**"Gifted"** - having academic ability in one or more subjects, significantly above the national average, who can apply skills ACROSS OTHER CURRICULUM SUBJECTS.

**"Talented"** - having a particular talent in Art, Music, Drama, P.E. and languages, i.e. the focus being in ONE.

**"More able"** - working above the expected level in a particular area.

*If a child is exceeding in reception they will be classed as more able. In year 2 if a child was a level 3 or GDS they are recorded as more able.*

## Rationale

In line with school policies on equal opportunities and special needs we recognise the importance of extending gifted and talented pupils and providing appropriate support for them in equal measure to those children with "special needs" in the sense of learning difficulties?

## Aims

The aim of this policy is to ensure that we:

- identify pupils who are achieving or have the potential to achieve significantly in advance of the average for their year group
- provide for the learning needs of those children who may be identified as more able, gifted and talented
- prepare these pupils for the opportunities, responsibilities and experiences of life

We aim to provide a curriculum that is appropriate to the needs, abilities and aptitudes of all pupils and emphasise that all pupils have the same entitlement to the best education possible. The curriculum will acknowledge the different needs of pupils of the same age and within the same class. Each pupil should be helped to aim for the highest possible personal achievement by the provision of intellectually challenging tasks and achievable goals. Pupils with English as an additional language (EAL) and pupils with disabilities and or special educational needs (SEN) will be given equal access to identification.

In order to achieve these we aim to:

- to promote a culture in which achievements of all kinds are celebrated;
- to provide a full and balanced curriculum that is stimulating, enjoyable, challenging and takes account of all children's specific learning needs and styles;
- to identify and monitor a child's needs at the earliest possible stage;
- to track the progress of each child identified as 'more able';
- to devise strategies for provision which include both organisational and curricular strategies as part of a differentiated, extended and enriched experience;
- to encourage pupils to be involved in setting their own targets and being actively involved in their own learning;
- To provide opportunities for these pupils through links with the upper schools
- to provide opportunities to develop specific skills and talents where appropriate;
- to meet the particular social and emotional needs associated with 'more able';
- In our termly support your child letter we will give guidance and activities for more able pupils.
- To work in partnership with parents of more able pupils.

### **Identification of More Able Pupils**

Identification is not about labelling pupils but ensuring effective and suitable provision. By identifying the 'more able' pupil teachers can assess needs which should inform the planning of work to ensure appropriate pace, rigour and challenge.

There is no single method which will identify the 'more able' pupil, or one method which can be entirely accurate. As such we use a variety and combination of methods:

- Tests and assessments
- If a child is exceeding in reception they will be identified till year 2 as more able.
  - If a child achieved a level 3 or GDS in year two they will be identified as more able.
  - Foundation Stage Profile
  - Teacher Assessments made from Assessments
  - KS1 and KS2 SATs
- Teacher observation
- Information from external agencies
- Parental information

### **Provision for more able/gifted and talented pupils**

We aim to provide a broad and balanced curriculum that encourages all pupils to pursue and develop their individual interests and abilities. For the majority of pupils identified as more able, gifted and talented, provision will be made within normal curriculum planning and differentiation. All classrooms provide an effective learning environment. For more able, gifted and talented pupils this may include:

- open ended questioning
- structured and flexible group work and debate
- investigative work
- the explicit teaching of thinking skills
- challenging activities
- WELL (what excellence looks like) boards in every room.
- accelerated learning techniques e.g. brain gym
- Differentiated work in lessons, (by outcome, rate of progress, enrichment, task, level of support). Use of terms LAPs, APs and HAPs in medium and short term planning
- differentiated/open -ended homework tasks/challenges
- Enrichment activities
- Links with clubs etc. in the community
- Links with the upper schools.
- More able sports groups and the use of professional coaches.

### Teaching strategies

Teaching strategies across the curriculum will include some of the following:

1. Problem solving and investigations individually or in a group.
2. Planning for alternative methods of recording outcomes.  
e.g. - summarising the key points of a lesson or piece of written work.
  - Diagrammatic representation of a completed task.
  - Use of I.T. tape recorders, listening centres.
  - Preparing an oral presentation of the outcomes of a task.
3. Encouraging pupils to become independent in their learning by planning and setting their own parameters for enquiry.
4. Encouraging self review and the setting of future targets independently of the class teacher who will oversee and advise.
5. Use of ICT to encourage pupils to research information of specific interest to them.
6. Encourage reading and research skills as a means of finding information; this will include higher order reading skills.  
e.g. - discriminating
  - searching text for information
  - rejecting irrelevant information
  - summarising
  - using an index
  - cataloguing
  - Giving directions.
7. Planning and producing videos.
8. Surveys of school, local or National issues.

9. Writing articles to be published for other classes or groups.
10. Collecting, developing and analysing statistics.
11. Organising class and school events.
12. Self supported study and development tasks, including homework.

In addition, there are many whole school and extra curricular opportunities that are organised on a regular basis:

- extra curricular sports clubs; e.g. football, athletics, dance
- enrichment activities in a variety of subject areas organised with our family of schools
- Projects led by the High School
- Enrichment opportunities by external agencies
- Specialist teaching in PE and French
- Music Lessons by peripatetic teachers
- The opportunity for children to work with an older age group for certain subjects, if appropriate.
- Off-site visit and visits to the school by experts
- Professional coaches
- Visits from professional people and athletes to work with the children and inspire them.

## **Management**

All adults in school have a responsibility for gifted and talented pupils. It is the responsibility of every teacher to provide an appropriate curriculum for more able, gifted and talented pupils in their classes. Monitoring and evaluation procedures in every subject include the monitoring of planning and differentiation in all classes (see policy), is the responsibility of the co-ordinator. There is a named governor with responsibility for more able, gifted and talented pupils.

## **Roles and Responsibilities:**

### **The Governors**

- Will ensure that there is a whole school policy for addressing the needs of more able children.
- Will monitor and evaluate the implementation and effectiveness of the schools policy.
- Will consider the needs of more able children in school development and financial planning.

## **The Head Teacher**

- Will identify a co-ordinator to take lead responsibility for the schools provision for more able pupils.
- Will ensure that there is a policy in place.
- Will monitor the implementation of the policy.
- Will monitor the progress of more able pupils through regular review and discussion with the co-ordinator.
- Will ensure that the governors receive regular reports on the implementation of the whole school policy.

## **The co-ordinator for more able/gifted and talented pupils**

- Will evaluate and review the school's policy for the education of the more able pupils.
- Will work with staff to identify the "Gifted and Talented" pupils.
- Will work with staff to ensure lesson plans have clear differentiation to meet the needs of the Gifted and Talented.
- Will support the Head Teacher and Deputy Head Teacher to carry out classroom observation to monitor the teaching of the Gifted and Talented.
- Will carry out analysis of available data to identify progress made and future areas for development.
- Will carry out an analysis of the views of the pupils and the parents/carers to evaluate the overall impact of the programme.
- Will attend meetings with the other cluster schools to share good practice.
- Will write and implement the targets for the yearly development plan.

## **Pupil and Parental Involvement**

We wish to involve pupils and parents in all the procedures outlined in this policy. Parents are welcome to come into school at any time to discuss with teachers the development of pupils' gifts and talents.

Pupils who are identified as being more able, gifted and talented will be informed through usual target setting and class based assessment procedures. They will be given challenging learning experiences and set targets that will support them in realising their potential.

Parents will be informed about their child's gifts and talents at parent evenings and through the yearly written report. Parents will be kept fully informed of ways in which they can support their child to develop their gifts and talents.

S.Conlon November 2017