

Rothersthorpe CE Primary School



More able, Gifted & Talented Children Policy

(see also Inclusion; Teaching and Learning; Assessment)

1 Introduction

- 1.1 We believe in providing the best possible provision for pupils of all abilities. We plan our teaching and learning so that each child can aspire to the highest level of personal achievement. The purpose of this policy is to help to ensure that we recognise and support the needs of those children in our school who have been identified as 'gifted' and/or 'talented' and/or 'more-able' according to national guidelines and school identification.
- 1.2 In the national guidelines and NACE, (National Association for Able Children in Education), the terms are distinguished as follows:
- 'gifted'/'exceptionally able' refers to a child who has a range of achievement that is two years or more ahead of their chronological peers, typically in the more academic subjects;
 - 'talented' refers to a child who is above average or exceptional in subjects such as music, art, sport etc. (They might not necessarily perform at a high level across all areas of learning);
 - 'More-able' or 'higher achieving' refers to a child whose academic performance is 'securely above age related expectations, (in depth)'. In order to widen the net and accommodate those more-able pupils who maybe underachieving – those that show potential to 'work securely just above age related expectations', but not consistently so;
 - 'Multi/dual exceptionality' refers to a child who is gifted, talented or more-able and has a disability or has for example ADHD. Although the disability can be a physical disability such as hearing impairment, it is most commonly used in reference to a learning disability such as Dyslexia, ASD or ADHD.
 - 'Exceptionally socially adept' refers to a child showing very high level leadership and general aptitude skills.
- 1.3 Provision for children who have been identified as Gifted or Talented will made within the normal class teaching, but we may also provide enrichment activities to promote their skills and talents still further.
- 1.4 While we recognise and cater for these particular categories of children in our school, at the same time, we respect the right of all children, irrespective of differences in ability, to access various areas of learning, both for their self-fulfilment, and for their eventual development into active and responsible adults. In our mission statement, we declare accordingly that we value the individuality of all our children.

2 Aims and objectives

- 2.1 Our aims are to:
- ensure that we recognise and support the needs of all our children;
 - enable children to develop to their full potential;

- offer children opportunities to generate their own learning;
- ensure that we challenge and extend the children through the work that we set them;
- encourage children to think and work independently.

3 Identification of gifted, talented and more-able children

- 3.1 We use a range of strategies to identify gifted, talented and more-able children. The identification process is ongoing, and begins when the child joins our school. Each child's pre-school record gives details of achievements and interests in particular areas. Discussions with parents and carers enable us to add further details to these records.
- 3.2 Children undergo baseline assessment within the first half-term of joining our reception class. This gives information about their developing skills and aptitudes across several areas of learning. We discuss each child's Foundation Stage profile with the parent, and use this information when planning for individual needs.
- 3.3 As the children progress through the school, we assess and test them regularly to ensure that they are making the sort of progress that we are expecting of them in their personal targets.
- 3.4 The children undertake national tests in Year 2m Year 6 and Y1 Phonics, plus termly tests in all year groups. Teachers also make regular assessments of each child's progress in all subjects of the National Curriculum. We compare the information from these tests with a range of national and LA data, in order to ensure that each child is making appropriate progress.
- 3.5 Each teacher regularly reviews the children's progress and records this in their individual files. Teachers discuss the children's progress with parents and carers at the termly consultation evenings, and report annually on each child's progress in July.

4 Aptitudes in English and mathematics

- 4.1 Gifted and more-able children in English are identified when they:
- demonstrate relatively high levels of fluency and originality in their conversation;
 - use research skills more effectively to synthesise information;
 - enjoy reading, and respond to a range of texts at a more advanced level;
 - use a wider vocabulary, and enjoy working with words;
 - see issues from a broader range of perspectives;
 - use more advanced skills when engaged in discussion.
- 4.2 Gifted and more-able children in mathematics are identified when they:
- explore a broader range of strategies for solving a problem;
 - are more curious when working with numbers and investigating problems;
 - see solutions more quickly, without needing to try all the options;
 - look beyond the question in order to hypothesise and explain;
 - work more flexibly, and establish their own strategies;
 - enjoy manipulating numbers.

5 Teaching and learning

- 5.1 Our teachers plan carefully to meet the learning needs of all our children. We give all children the opportunity to show what they know, understand and can do, and we achieve this in a variety of ways when planning for children's learning, such as by providing:

- a common activity that allows the children to respond at their own levels;
- a challenge, extension or enrichment activity that broadens and deepens a child's learning in a particular skill or knowledge area;
- an individual activity that reflects a greater depth of understanding and higher level of attainment using a range of resources such as Nrich and NACE mastery for maths; more-able comprehension; higher order questioning;
- the opportunity for children to progress through their work at their own rate of learning.

5.2 Children are familiarised with a variety of organisational strategies as they move through the school. These strategies can be used by all children, but give due scope to higher achievers.

5.3 We set targets for English and mathematics, and teach the children in a range of ability groups. Teachers regularly review the progress of children, and children move between the groups as appropriate. This enables teachers to plan work that reflects the ability band of each group.

5.4 We offer a range of extra-curricular activities for our children. These activities offer higher achievers the opportunity to further extend their learning in a range of activities. Opportunities include a range of sporting and musical clubs.

5.5 Learning is also enriched through regular homework activities linked to the work being undertaken in classes. This offers teachers a further opportunity to set work at the level of individual children.

5.6 The children will also have the opportunity to experience a range of educational visits that further enrich and develop learning.

6 Inclusion and Equality

6.1 We value each child as a unique individual, and teachers are familiar with the relevant equal opportunities legislation covering race, gender and disability. We strive to meet the needs of all our children, and to ensure that we meet all statutory requirements related to matters of inclusion.

6.2 When planning for children with special educational needs and or disabilities, we give due regard to information and targets contained in their 'Targets for Inclusion' Plan and/or 'Health Education Plan'. Teachers modify teaching and learning as appropriate for children with disabilities.

7 Management strategies

7.1 There is a nominated teacher who coordinates the provision and practice within the school for gifted, talented and more-able children. The coordinator's role includes:

- running a register of gifted, talented and more-able pupils, and keeping it up to date;
- monitoring teachers' planning to ensure that suitable tasks and activities are being undertaken across all curriculum areas by the higher achievers;
- regularly reviewing the teaching arrangements for these particular children;
- monitoring their progress through termly discussions with teachers;
- supporting staff in the identification of these children;
- providing advice and support to staff on teaching and learning strategies;
- liaising with parents and carers, governors and LA officers on related issues.

8 Monitoring and review

- 8.1 A nominated governor monitors the school provision for gifted, talented and more-able pupils. The governor will work with the school's gifted, talented and more-able coordinator in support of the school's efforts to help these pupils to reach their full potential.
- 8.2 The coordinator for our provision for gifted, talented and more-able pupils provides feedback to the governing body on an annual basis. The monitoring includes feedback, as well as regular classroom observations of teaching and learning, and termly evaluations of children's books.
- 8.3 The coordinator collects samples of work from the higher achievers, in order to demonstrate the standards that they are achieving. We use these examples, alongside DfE exemplifications, to inform the process of identifying gifted, talented and more-able children.
- 8.4 This policy will be reviewed as necessary.

Reviewed: January 2017