
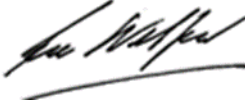




# More Able, Gifted & Talented Policy

|                                    |           |   |  |            |
|------------------------------------|-----------|---|--|------------|
| <b>Policy Date:</b>                | June 2021 | <b>Version: 1.1</b>   |  |            |
| <b>Policy Review Date:</b>         | June 2024 | Headteacher<br>Debra Bailey   |  | 28/06/2021 |
| <b>Ratified by Governing Body:</b> |           |   |  |            |
| Sue Welford (Chair of Governors)   |           |  |  | 28/06/2021 |

## Introduction

Rushey Mead Primary School welcomes pupils with a wide range of abilities. Each pupil is perceived to be an individual of great value. We strive to provide a secure yet challenging educational environment which will stimulate and broaden the development of all children and enable them to maximise their potential.

This policy outlines the purpose, nature and management of the teaching and learning of more able and gifted and talented pupils at Rushey Mead.

## Aims

At Rushey Mead we will aim to work together to meet the special needs of the more able, gifted and talented children in our care in the following ways:

- *Class teachers identify able, gifted and talented children as early as possible in their time at our school.*
- *Class teachers provide the names to be entered on the More Able, Gifted and Talented register.*
- *Class teachers, with the support of the More Able, Gifted and Talented Leader, will assess the needs and abilities of our able, gifted and talented pupils.*
- *Class teachers, plan appropriate differentiation to allow these children to challenge and extend themselves beyond the levels of the highest ability group within the class, through enrichment, extension, opportunities for investigative learning or through the use of higher order thinking and questioning skills.*
- *Parents are informed at Parents' evenings that their child has been identified as more able, gifted and talented and are kept informed of their progress.*
- *Organising attendance at workshops or events led by the Local Authority specifically for gifted and talented children.*

## Definitions

**Able** describes children with one or more abilities developed to a level significantly ahead of their year group (or with the potential to develop those abilities).

**Gifted** describes learners who have an exceptional ability to excel academically in one or more subjects such as English, drama, technology etc.

**Talented** describes learners who have the ability to excel in practical skills such as sport, leadership or artistic performance.

The school's Single Equality Policy will ensure that every child is considered irrespective of race, disability, religion or belief.

## The Role of the Able, Gifted and Talented Leader

The More-Able, Gifted and Talented leader will aim to lead initiatives to meet the needs of the able, gifted and talented pupils within the school. Some of this time allocation is used to extend the skills in a particular field and support staff in their identification and monitoring of able, gifted and talented pupils, keeping up to date with information about

resources and services, sharing this information with colleagues and compiling and updating the more-able, gifted and talented register.

A crucial part of this role is to analysis progress and work with the SMT/SLT (Senior Management Team / Senior Leadership Team) to adjust provision to meet changing needs.

### **Identification**

A variety of methods will be used to identify more-able, gifted and talented children, including:

- *Teacher observation, assessment and nomination;*
- *Testing and tracking (results of national curriculum tests, school spelling and reading tests, Foundation Stage Profile, etc.). Standardised tests. It is worth noting that testing is a measure of achievement rather than potential. However, it is a useful way of comparing children's performance with those of a similar age and identifying those pupils whose high achievement demonstrates high ability.*
- *Evidence from other sources (parents, outside providers, observations of other colleagues - special educational needs co-ordinator, teaching assistants, etc.).*
- *Discussions with parents, both when the child starts school and at any later date; \* When we or parents suspect the child has some exceptional ability. This may take the form of high levels of attainment in the curriculum or in particular skills or aspects of a subject.*
- *Use of the expertise of the More Able, Gifted and Talented leader in supporting the judgement of the teacher and involvement of outside expertise such as Educational Psychologists, Autism Outreach or Curriculum Advisors.*
- *Children's work. The ability of some able children is identifiable through the quality of their work or response to activities.*

***In the classroom, teachers use a range of strategies designed to meet the needs of more able, gifted and talented students including:***

- *Providing open-ended tasks and extension through questioning.*
- *Setting more detailed and complex tasks.*
- *Using varied and flexible groupings within the classroom sometimes mixed ability, sometimes similar ability. This could be done through Able, gifted and talented children working with less able children gives the former the opportunity to explain concepts and key learning to their peers, which is very powerful for both parties.*
- *Giving more able, gifted and talented children opportunities for leadership.*
- *Encouraging able, gifted and talented children to stretch themselves in areas where they are less confident so that they take risks, experience setbacks and have opportunities to deal with failure appropriately.*

### **Enrichment and Extension:**

- *Enrichment involves tasks which broaden the child's skills and understanding. Extension involves tasks that increase the depth of study in a specific area.*

***More able, gifted and talented pupils are encouraged to:***

- *Use their initiative.*
- *Formulate questions.*
- *Solve problems.*
- *Seek alternative answers.*
- *Make judgements based on confidence in their own abilities.*
- *Develop and use all relevant skills.*
- *Attending activity days and master classes, organised locally by the school or the Local Authority.*
- *Take part in day and residential visits.*

### **Monitoring pupil progress**

#### **The role of the class teacher is to:**

- *Plan lessons that will motivate, challenge and extend the more able, gifted and talented pupils in their class.*
- *Record extension tasks clearly on planning.*
- *Ensure marking and feedback is appropriate for each child's ability.*
- *Monitor pupil progress formally and informally on a daily basis and through termly Pupil Progress Meetings.*
- *Review pupil progress termly and report to parents at parent meetings.*

#### **The role of the More Able, Gifted and Talented Leader is to:**

- *Monitor the ongoing progress of all pupils identified as more able, gifted or talented.*
- *Compile the More able, Gifted and Talented register.*
- *Liaise with the Local Authority More able, Gifted and Talented curriculum team.*
- *Attend Able, Gifted and Talented network meetings.*
- *Encourage extension and enrichment activities, including extension English groups, themed days, themed weeks etc.*
- *Liaise with parents to promote extra-curricular extension/enrichment activities.*
- *Support staff and work alongside subject leaders to promote higher level learning possibilities across the school.*

### **Monitoring and Evaluation**

Provision for more able, gifted and talented pupils will be a regular part of the school's monitoring of teaching and learning. The more able, gifted and talented leader will review the progress of pupils identified on the higher attainers register termly.

## **Transition**

On transition, all relevant pupil information will be passed on to the receiving teacher or setting. Information on identification, assessment and individual attainment and achievement will be recorded and shared to ensure continuity and progression in curriculum provision.

## **Process for Development and Review**

This policy will be reviewed in accordance with our programme of policy review and as part of our annual review for the School Development Plan and in line with the school's teaching and learning policy.

Appendix 1

How to increase the level of activity using higher order thinking and skills to engage and challenge more able, gifted and talented learners

Increase readiness

Allow a high degree of

Increase

Expect comparison

