

Gifted and Talented / More Able Policy

Reviewed: October 2017

Next Review: October 2019

Rationale

All children have a right to a broad, balanced and relevant education which provides continuity, progression and challenge and which takes individual differences into account. In school we aim to provide a curriculum that is appropriate to the needs and abilities of all our children. We plan our teaching and learning in such a way that we enable each child to reach for the highest level of personal achievement. *Children who have grasped objectives will be given the opportunity to master them. To reach 'Mastery' they will show that they have obtained a greater level of understanding and be able to apply the learning in a different context. When a child is working at 'Greater Depth' their learning will not only be transferred and applied in different contexts but they will also be able to explain their understanding to others.*

This policy outlines the school's practice and procedures relating to the support of gifted and talented pupils.

Aims

- ❖ To support the abilities, personal qualities and talents of all children.
- ❖ To ensure that all children receive an education appropriate to their abilities.
- ❖ To provide teaching, which makes learning challenging and enjoyable.
- ❖ To provide higher order thinking and questioning skills.
- ❖ *To provide opportunities for children to reach 'Mastery' and work within 'Greater Depth' once objectives have been fully met.*
- ❖ *To ensure curriculum leaders are aware of the Gifted and Talented/More Able children working within their subject and to support staff in providing opportunities for Greater Depth – showing examples of potential forms this may take.*
- ❖ To employ a wide variety of recognition of potential.
- ❖ To recognise under-achievement and seek to remove it.
- ❖ To stimulate children through extra curricular activities and through curricular enrichment.
- ❖ To train staff and to provide for these aims to be achieved.
- ❖ To audit and monitor provision.
- ❖ To compile a Gifted and Talented / More Able register, which is regularly updated.

Definition

We have chosen to use the terminology 'more able, gifted and talented' and to adopt the DfES definition. This is in line with Excellence in Cities and follows the following recommendations:-

Either:- The Gifted and Talented / More Able cohort comprises 5 – 10% of pupils in each year group.

Or:- At Junction farm, because of the small and variable size of year groups it is appropriate to expect to be able to identify between 5 and 10% of the school to be considered as ‘Gifted and Talented’.

The pupils identified in the cohort will be achieving, or have the potential to achieve significantly higher than the average for the year group in their school.

Recognition / Identification

National tests and assessments are used throughout the school which aid the identification of some gifted and talented children. In addition the following methods will be used:-

- ❖ Teacher observation and assessment.
- ❖ Background knowledge.
- ❖ The expertise of the co-ordinator in supporting the judgement of the teacher.
- ❖ Parent nomination – which is added to the registered then monitored and adapted accordingly.

Organisation / Provision

Classwork

Enrichment / extension work is provided by all teachers in all classes as part of normal differentiated provision. This is shown on planning documents. Differentiation for gifted and talented children should provide activities providing higher order thinking skills. Appropriate resources should be provided for the child. Gifted and talented children need to be challenged. The role of the teacher is vital in judging the needs of each child and providing sufficient challenge. All children who have met objectives should be given the opportunity to *Master* their learning and work within *Greater Depth*.

Extra-curricular Activities

Extra-curricular activities can provide valuable experiences and challenge for the gifted and talented child and can include:-

- ❖ Club activities.

- ❖ Activity days and master classes. This will often involve taking up opportunities outside school.
- ❖ Day and residential visits.
- ❖ The use of specialists e.g. teachers from secondary schools, visiting artists and authors.

Monitoring

Provision for gifted and talented / more able children will be monitored by the Head Teacher and the Gifted and Talented Co-ordinator in conjunction with Class Teachers. Gifted and Talented children will be placed on the GTMA Register at the appropriate level. When a child is placed at Levels 3,4,5 they will also have an EEP which will be drawn up by the Class Teacher and shared with parents. All class teachers will record GTMA interventions they carry out throughout the academic year and place them in the GTMA shared staff folder – these will be reviewed when they are completed and amended according.

Only GTMA children in the following subjects will be inputted in to SIMS in order to ensure meaningful data analysis: Reading, Writing and Mathematics. All other children will be collated on the central Gifted and Talented Register.

Transition

Care will be taken to ensure that information and records are passed up to the next teacher. Tracking of all children's progress is embedded across school and this can also be used to highlight gifted and talented children.

Secondary transfer – the school will liaise with the local secondary school to provide information on gifted and talented children, highlighting talents, abilities and needs.

Partnership with Parents

We recognise the benefits of parents and teachers working together to support and nurture the needs of all children. Discussions will take place to ensure parents are aware of their child's place on the register, to share information and report on progress. The Gifted and Talented Coordinator will also help parents make links with outside agencies to develop children's talents further when possible – a contact list will

be made available on the school website and will be reviewed and updated each academic year.

Review and Development

The Gifted and Talented / More Able Register will be reviewed and updated at regular intervals. Discussions about progress, attainment and achievement will determine how well the policy is working and whether changes need to be made.