

Gisburn Road C.P School More Able, Gifted & Talented Policy



Date Agreed: December 2016

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More Able, Gifted and Talented Policy

Introduction

At Gisburn Road Community Primary School we are committed to providing an environment which encourages all pupils to reach their potential in all aspects of their development. Provision for the 'more able, gifted and talented' children is the responsibility of all members of staff at our school.

Aims

The aim of this document is to ensure a consistent approach to the identification and support of the 'More Able, Gifted & Talented' child through:

- An agreed, shared definition of the terms 'more able', 'gifted', 'talented'
- Identification of talented or gifted children through accurate assessment
- Meeting pupils' needs within a range of appropriate strategies, as part of general classroom practice and, sometimes, as additional provision
- Raising staff awareness of the range of strategies available to them
- Providing access to a suitably differentiated and challenging curriculum
- An emphasis on creating opportunities for pupils to identify their gifts and talents and for abilities to flourish
- Promoting opportunities for disadvantaged learners that are identified as 'more able, gifted and talented'
- Working in partnership with parents/carers to help them promote children's learning and development
- Making use of links with other schools and the wider community to enhance learning opportunities
- Informing and involving the Governors at Gisburn Road about the provision for 'gifted' and 'talented' children

Definition of 'Gifted & Talented'

The term 'Gifted and Talented' is no longer used by the Department for Education. The term they now use is "more able". As a school we will, in common with many schools, continue to use the term Gifted and Talented for a small number of children in our schools. In doing so, we will be able to incorporate the needs of the more academically able, 'more able' but also to recognise and develop talent and potential across the wider curriculum. With the removal of national curriculum levels, the school will consider that children who are working beyond their Age Related Expectations (ARE) are 'more able'. A "gifted" child is likely to be achieving well beyond ARE in an area or areas such as English, Mathematics or Science. "Talented" children will demonstrate skills and attributes well beyond those of their peers in sport, technology or the arts. Gifted children may also

demonstrate such talents. These children have gifts and talents more than being 'more able'.

Identification and Provision

There is a wide range of identification strategies available to assist schools. It is important to note that no single process should be used in isolation; the identification process needs to be ongoing, individualised and personal. Identification can be made by:

- Teacher nomination
- Reports from previous schools
- Test results/teacher assessments including baseline data information
- Pupil's work
- Information from parents
- Peer/self-nomination
- Information provided by external agencies (e.g. sports organisations, music tutors, etc)

The identification process begins when the child joins one of our schools. Each child's preschool record and subsequent reports give details of their achievements and interests in particular areas. Discussions with parents and carers enable us to add further details to these records.

Whilst there is no longer a requirement to keep a Register of Gifted and Talented children, we will continue to keep a list of children identified as such for our own reference. This will be updated annually or as new children enter the school. Children may be recorded as More able, Gifted and Talented at any point in the school year. As part of the termly Parent/Teacher meetings, parents will be informed of any areas where their children are currently attaining beyond their ARE or if they are demonstrating particular talents. Parents will also be informed of the provision the school is making and, if appropriate, can be informed of ways to support this provision at home. There is no set limit or proportion of children to be identified.

We are committed to ensuring that opportunities for extension, enrichment and encouragement are built into our school environment. This will be achieved by all teachers through:

- Creating an ethos where all pupils are valued and accepted for doing the best they can
- Encouraging children to set their own targets, researching independently, making decisions about their future work and evaluating their progress
- Using a variety of strategies within the curriculum including rich and broad activities that stimulate a love of learning
- Building in extra extension activities, in addition to adequate differentiation and challenge across the curriculum
- Setting 'open' tasks whenever appropriate, giving children a degree of choice and ownership in a particular task or activity

- Setting tasks that challenge more able learners to cover material to a more detailed and complex degree
- Adopting a varied and flexible approach to pupil groupings; sometimes allowing more able pupils to work together, sometimes allowing them to take particular roles in mixed-ability groups
- Enabling children to develop fluency, independence and resilience in the attainment of learning objectives
- Participating in shared events with other schools
- Informing parents of extra-curricular clubs and activities that can help to develop talents

We believe that it is important for more able, gifted and talented children to develop as rounded persons, and so their progress in social and interpersonal skills is monitored as well as their progress within curriculum subjects.

Monitoring

- A Lead Teacher will:
 - Ensure that More Able, Gifted and Talented are identified by their teachers and that they discuss provision with parents
 - Encourage staff to share observation and pool strategies for meeting the needs of able children.
 - Liaise with other schools to pool resources for enrichment opportunities
 - Support staff in the identification of more able, gifted and talented children.
 - Provide advice and support to staff on teaching and learning strategies for more able and 'gifted' children
 - Liaise with governors and attend Local Authority training on issues related to more able children.
 - Identify appropriate and relevant issues for inclusion during INSET.