



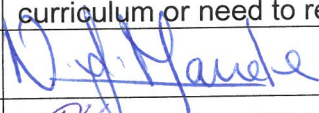
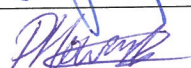
Coundon Primary School
Together Everyone Achieves More



More Able, Gifted and Talented Policy

September

2023

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Head Teacher's Signature/Date	
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Policy on More Able, Gifted and Talented



Children

(see also Inclusion; Teaching and Learning)

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' according to national guidelines.

1.2 In the national guidelines, the terms are distinguished as follows:

'gifted' refers to a child who has a broad range of achievement at a level well above average, typically in the more academic subjects;

'talented' refers to a child who excels in one or more specific fields, typically those that call for performance skills, such as sport or music, but who does not necessarily perform at a high level across all areas of learning.

Any definition of able, gifted and talented is only a generalisation and a starting point for providing the needs of our most able through personalisation of curriculum or provision.

The following definitions have been agreed at Coundon Primary:

More able – pupils who are working above ARE at Greater Depth in the school and who subsequently require more challenging teaching and learning opportunities in one academic area. E.g. 'they are a more able Mathematician'

Gifted – pupils who are working above ARE at Greater Depth in the school and who subsequently require more challenging teaching and learning opportunities in more than one academic subject.

Talented – refers to ability in art, music, PE or any sport or creative art where it has been taken to another level away from the school judgement of displaying 'more able' ability. E.g. may now be playing football at County level, art work displayed in an exhibition, had writing published etc.

- 1.3 Approximately 10 per cent of the children in our school would be expected to be considered as More Able , Gifted and/or Talented. Provision will made for these children within the normal class teaching, but sometimes we will provide enrichment or extension 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. At Coundon Primary we wish to promote an ethos of challenge for all.

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 and talented children

- 3.1 We use a range of strategies to identify gifted and talented children. The identification process is ongoing, and begins when the child joins our school. Discussions with parents and carers enable us to add further details.
- 3.2 Children undergo teacher assessments soon after joining our Reception class. For some children this builds on assessments made in the Nursery year of our Foundation Stage. Other children will have attended other school or private nurseries or perhaps not have accessed any preschool provision at all. This assessment therefore, is vital and 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 them regularly to ensure that they are making the progress that we are expecting of them including personal targets.
- 3.4 Teachers in all year groups also make regular assessments of each child's progress. We compare the information from these assessments in order to ensure that each child is making appropriate progress.
- 3.5 Each teacher regularly reviews the children's progress and records this using the school data system. Teachers discuss the children's progress with parents and carers at consultation evenings, and through termly reports on each child's attainment.

4 Aptitudes in English and mathematics

4.1 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 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.
Have high order reasoning skills

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;
An enrichment activity that broadens a child's learning in a particular skill or knowledge area;
An individual activity within a common theme that reflects a greater depth of understanding and higher level of attainment;
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. More Able students often enjoy finding out for themselves rather than lessons being led by the teachers all of the time. Opportunities will therefore be given for students to research for themselves. Children may be set open ended tasks or be given opportunities to structure and extend their own learning.

- 5.3 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.
- 5.4 Remote Learning may need to be used through the academic year. If this is the case, learning will be planned that challenges the gifted and talented in each class through a range of strategies. These may include (but not exclusive to) differentiated levels of work, challenges and extensions to the work set, research activities, open ended tasks and opportunities to present work in a range of ways

Enrichment Opportunities

- 5.5 There are a range of extra-curricular activities for our children. These activities offer higher achievers the chance to extend or display their learning or talent in a range of contexts. These include productions, concerts, sports competitions and residential visits.
- Provision and delivery will be reviewed regularly by the More Able, Gifted and Talented co-ordinator who will be available to discuss resources and strategies with teachers.

6 Management strategies

- 6.1 The More Able, Gifted and Talented Coordinator's role includes:
- Evaluating and reviewing the school's policy for the education of more able pupils
 - Maintaining a register of our More Able, Gifted and Talented 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;
 - Collating all evidence of monitoring for our More Able, Gifted and Talented pupils which will be available for analysis and tracking;
 - Monitoring resources for appropriateness and accessibility to more able pupils, including parental involvement;
 - Regularly reviewing the teaching arrangements for these particular children;
 - Work with subject leaders to ensure that pupils are given appropriate support and challenge;
 - Monitoring their progress through discussions with teachers;
 - Supporting staff in the identification of these children;
 - Providing advice and support to staff on teaching and learning strategies and how to overcome barriers to learning;
 - Raising awareness that more able children may have other than academic needs e.g social and emotional;
 - Monitoring provision and evaluating its impact for these pupils;
 - Liaising with parents and carers, governors and LA officers on related issues;

Liaising with colleagues in the network to support enrichment activities for identified pupils.
Monitoring and review

7 Monitoring and review

- 7.1 The governor with responsibility for Inclusion Issues monitors the school provision for More Able, Gifted and Talented pupils. The governor will work with the co-ordinator in support of the school's efforts to help these pupils to reach their full potential.
- 7.2 This policy will be reviewed every three years or earlier if necessary.