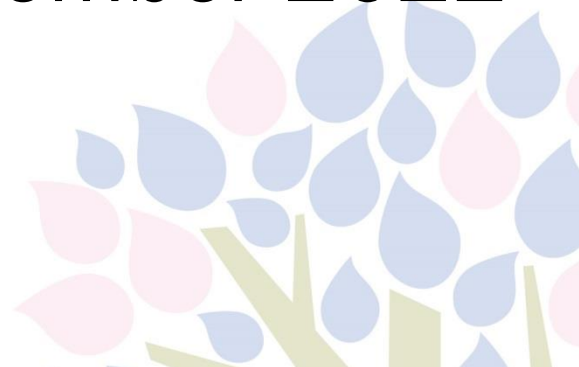




Policy for More Able, Gifted and Talented Learners

Reviewed November 2022



SCHOOL POLICY FOR MORE ABLE, GIFTED AND TALENTED LEARNERS

School Aims:

1. All school staff, governors and parents work in partnership for the benefit of all pupils.
2. Teachers and support staff enable all pupils to achieve their full potential as independent life-long learners.
3. Our broad, balanced and enriched curriculum promotes challenge, enabling all pupils to make a positive contribution towards their own achievement.
4. We foster strong links with the community and encourage children to be responsible citizens, who are respectful and tolerant.
5. We encourage initiative within a happy, healthy and safe environment where all achievement is valued and celebrated.

Introduction:

This policy details the aims, identification, planning, monitoring and evaluation involved in providing for the learning support for More Able, Gifted and Talented pupils at Dorridge Primary School. We aim to provide a rich education through a broad, balanced and inclusive curriculum and extra-curricular activities, which encourage all pupils to enjoy and achieve.

We recognise that some pupils have abilities or talents beyond the norm for their age group which should be nurtured. When we identify pupils who demonstrate higher ability or aptitude than their peers, additional and challenging activities are provided.

Teachers will actively observe individuals for indications of potential; to ensure this is met and that under achievement does not occur.

The progress of more able and gifted pupils is monitored closely by teachers, Year Leaders, the Inclusion Manager and Senior Management Team. Internal tracking, teacher assessment and testing is all taken in to account.

Gifted pupils will have access to additional and challenging learning opportunities.

Talented pupils are provided with developmental opportunities at school and externally e.g. being directed into community sports clubs.

Achievements will be recognised and celebrated.

Policy Aims:

In order to meet the needs of our More Able, Gifted and Talented learners at Dorridge Primary School we must:

- 1) Identify those children who are More Able, Gifted and Talented.
- 2) Monitor and provide intervention at a suitable level when a child is identified as More Able, Gifted and Talented.
- 3) Provide effective teaching to challenge pupils' learning whilst recognising that achievement levels may change as they move through school
- 4) Use resources, equipment and expertise effectively to support and extend children's learning
- 5) Work in partnership with parents/carers and the wider community to provide a broad range of opportunities for More Able, Gifted and Talented pupils
- 6) Assess and keep records of the progress of children who are More Able, Gifted and Talented.
- 7) Encourage active involvement and motivation by the children themselves in developing their learning.
- 8) Develop staff professional development to meet the needs of all pupils, including those who are More Able, Gifted and Talented.
- 9) Create an effective learning environment.

This policy should be read in conjunction with our school's Teaching and Learning Policy.

Definitions

At Dorridge Primary School we use the following definitions:

More Able Learners: refers to pupils who achieve or have the potential to achieve *above age-related expectation in advance of their peers*. This may be in all areas of the curriculum or in a limited range.

Gifted Learners: refers to pupils who achieve *significantly above age-related expectations in advance of their peers* in one or more **academic** subjects such as English, Maths, Science, ICT, History and Geography.

Talented Learners: refers to pupils who have practical skills *significantly above age-related expectations in advance of their peers* in areas such as Sport, Music, Art and Design or Creative and Performing Arts.

Identification

Throughout the school we monitor the progress of all children by an ongoing process of planning, teaching and assessment.

In Early Years Foundation Stage the assessments used are:

- Teacher assessments at the start and end of the Foundation Stage year
- Ongoing Learning Journals
- Termly Teacher Assessments in all areas of learning.

In Year 1 to Year 6

- Ongoing profiles of progress towards objectives in all curriculum areas
- Termly assessments of progress in English and Mathematics.
- Teacher Assessment for both core and foundation subjects.
- End of Key Stage 1 and 2 SATs tests

The main purpose for identifying More Able, Gifted and Talented pupils is to ensure that additional educational needs are fully met in an appropriate learning environment (quality teaching and learning) which is barrier free, stimulating and suitably challenging and in which potential is fulfilled and self-esteem enhanced.

Many of the pupils at our school are '**More Able**' as they perform *above age-related* expectation in one or more areas of the curriculum. Each teacher knows the attainment of all pupils that they teach and our '**More Able**' pupils are highlighted through assessments and in Pupil Progress meetings.

The school maintains a register for those pupils who are regarded as **Gifted and/or Talented**.

Before identifying any pupil gifted or talented in a particular area, we aim to ensure that all children have the opportunity to learn and succeed. Consequently, unless in exceptional circumstances, Gifted and Talented pupils are not directly identified until the end of the Summer Term in Reception.

In KS1 and 2 decisions are made at the start of the academic year and then reviewed on a termly basis.

Pupils joining the school at other times are observed by the class teacher and after a settling in period are added to the register if appropriate.

No single method of assessment or identification process will accurately identify a pupil's ability profile or learning needs. It will be necessary to gather information from a variety of sources to understand these needs more clearly. Strategies and methods might include a balance of the following:

Quantitative Data

Results of summative assessments (Termly Assessments, Teacher Assessments and SATs tests); Foundation Stage Profiles and Baseline Assessment Data; Creativity assessments; Musical, Artistic and Sporting Assessments inside and out of school.

Qualitative Data

Classroom observations, evidence of attainment through pupils' books, discussions with colleagues, class teacher nomination, parental/outside/specialist referral e.g. after school clubs.

Provision

We aim to provide all of our children with educational experiences and opportunities which will enable them to discover and fulfil their own potential. Extra programmes and enrichment are only part of the provision – it is the quality first teaching, everyday, within the classroom, that is most important. We believe that effective provision for More Able, Gifted and Talented children is one facet of effective provision for **all** pupils within a school.

We aim to:

- Encourage all pupils to become independent, curious learners
- Have high expectations
- Celebrate success and achievement
- Be aware of the effects of ethnicity, bilingualism, gender and social circumstances on learning and high achievement
- Provide a range of extra-curricular clubs, activities and opportunities
- Encourage them to make connections
- Have planned extension tasks and open-ended tasks
- Challenge pupils to look for more than one answer to a solution and realise that not all questions have answers
- Ensure all pupils experience working beyond their comfort zones
- Provide opportunities for pupils to work with like-minded pupils
- Address the social and emotional impacts of learning

In addition to the opportunities offered to promote the development of all pupils, More Able, Gifted and Talented Learners have their individual needs met by:

Acceleration including working on objectives from an older year group

Extension (depth) which can be provided by differentiating the core learning objective to provide an appropriate level of complexity and challenge.

Broadening, focussing on a specific aspect, consolidating by rehearsing skills and concepts in a range of situations and deepening by involving thinking in a more complex way.

Enrichment (breadth) such as Enrichment opportunities within, and beyond, the school (including involvement in collaborative Rural Solihull Schools Partnership events for MA, G&T pupils).

Incorporating higher order thinking skills across the curriculum: analysis, application of knowledge and comprehension.

Differentiation by skilled use of questioning.

Partnerships with secondary schools.

Participation in national schemes, competitions and festivals.

The Inclusion Manager will liaise with teachers to ensure that children identified as academically 'gifted' are provided with a curriculum that is sufficiently challenging to encourage their continued development.

The Inclusion Manager will liaise with staff to ensure that 'talented' children are encouraged to develop their interests and skills. This may be achieved by encouraging such children to participate in present provision. It may involve referring them to local provision outside school.

Roles and Responsibilities

The Inclusion Manager is Mrs Robyn Morrey who is responsible for the monitoring of Gifted and Talented provision throughout the school.

The Inclusion Manager:

- Maintains a termly register of children who are G&T.
- Works closely with the Head teacher, and the Senior Management Team, the teaching and support staff in co-ordinating provision for our MA, G&T children.
- Contributes to in-service training for staff relating to Inclusion.
- Attends relevant meetings and courses.
- Attends termly Pupil Progress Meetings with the Senior Management Team and Year Leaders.
- Reports to the Education Committee to inform Governors on all aspects of Inclusion within school
- Is part of the Senior Management Team.

When will the policy be reviewed?

This policy will be reviewed bi-annually.

It will next be reviewed in November 2024.