

# Blakesley C.E. Primary School

## More Able, Gifted and Talented Children Policy

### Introduction

- At Blakesley C.E. Primary 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. This policy helps to ensure that we recognise and support the needs of those children in our School who have been identified as “more able” and “talented” according to national guidelines.
- In these guidelines, the term “more able” refers to a child who has a broad range of achievement at a very high level. Those children who are more able often have very well-developed learning skills. The term “talented” refers to a child who excels in one or more specific fields, such as sport or music, but who does not perform at a high level across all areas of learning.
- About 15% of our children are potentially capable of high achievement in several areas of the curriculum. These children are our “more able” pupils. (The top 1-2% of these may be outstanding across the curriculum, working at a level well beyond that of the majority of their peers – these are our “gifted” children.)  
  
“Talented” children may account for a further 10% and could include children who have been identified as having special needs.
- We respect the right of all children in our School, irrespective of differences in ability, to access a number of areas of learning and to develop the knowledge, skills, understanding and attitudes that are necessary for their self-fulfilment and eventual development into active and responsible adults.
- The aims of our School make specific reference to teaching and learning that takes into account the needs of all children. They also identify the commitment to giving all our children every opportunity to achieve the highest of standards. This policy guides the way in which this happens for our more able, gifted and talented children.

### Aims and Objectives

- Through this policy we aim to:
  - ensure that we recognise and support the needs of 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; and,
- encourage children to think and work independently.

### **Identification of More Able and Gifted Children**

- We use a range of strategies to identify more able and gifted children. This identification process is ongoing and begins when the child joins our School. Each child's pre-school record gives details of their achievements and interests in particular areas. Discussions with parents and carers enable us to add further details to these records.
- Children undergo baseline assessment within the first half-term of joining our Reception Class. This gives information about their developing skills and aptitudes across several areas of learning. We discuss each child's baseline assessment information with the parents, and use this information when planning for individual needs.
- As the children progress through the School, we test them regularly to ensure that they are making the sort of progress that we are expecting of them in their personal targets. We identify them as "gifted" or "more able" when they achieve high levels of attainment across the curriculum or in particular skills or aspects of subjects.
- The children undertake national tests in Years 2 and 6, plus the optional national tests in Years 3,4 and 5. Children are also tested using the Salford Reading and Vernon Spelling Tests. Teachers also make regular assessments of each child's progress in all subjects of the National Curriculum. We compare the information from these tests with a range of national and LEA data in order to ensure that each child is making appropriate progress.
- Teachers discuss the children's progress with parents at the twice-yearly consultation evenings, and report annually on each child's progress in July.

### **Aptitudes in Literacy and Numeracy**

- More able and gifted children in Literacy are identified when they:
  - achieve standardised scores of 125+ (130+ gifted);
  - demonstrate high levels of fluency and originality in their conversation;
  - use research skills effectively to synthesise information;
  - enjoy reading and respond to a range of texts at an advanced level;
  - use a wide vocabulary and enjoy working with words;
  - see issues from a range of perspectives;
  - possess a creative and productive mind and use advanced skills when engaged in discussion.

- More able and gifted children in Numeracy are identified when they:
  - achieve standardised scores of 125+ (130+ gifted);
  - explore a range of strategies for solving a problem;
  - are naturally curious when working with numbers and investigating problems;
  - see solutions quickly without needing to try a range of options;
  - look beyond the question in order to hypothesise and explain;
  - work flexibly and establish their own strategies;
  - enjoy manipulating numbers in a variety of ways.

### **Teaching and Learning Style**

- Teachers in our School 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. We achieve this in a variety of ways when planning for children's learning by providing:
  - a common activity that allows the children to respond at their own level;
  - 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.
- Children meet a variety of organisational strategies as they move through the School. Each strategy supports all children in their learning, but gives due regard to the more able and gifted learner.
- All children are set targets for Numeracy and Literacy. We teach the children in one of three ability groups. Teachers regularly review the progress of children and children move between the groups as appropriate. This enables teachers to plan work that reflects the narrower band of ability in each group.
- We offer a range of extra-curricular activities for our children. These activities offer talented children the opportunity to further extend their skills. Opportunities include a range of sporting clubs, dance, drama, art and music.
- 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.
- The children will also have the opportunity to experience a range of educational visits that further enrich and develop learning.

## Management Strategies

- One teacher co-ordinates the provision and practice within the school for more able, gifted and talented children. The co-ordinator's role includes:
  - ensuring that the more able, gifted and talented register is up-to-date;
  - monitoring teachers' planning to ensure that suitable tasks and activities are being undertaken by more able, gifted and talented children across all curriculum areas;
  - regularly reviewing the teaching arrangements for more able, gifted and talented children;
  - monitoring the progress of more able, gifted and talented children through termly discussions with class teachers;
  - supporting staff in the identification of these children;
  - providing advice and support to staff on teaching and learning strategies for them, supported by the subject co-ordinators;
  - liaising with parents, governors and the LEA officers on issues related to the education of these children.
  
- The co-ordinator for our policy on more able, gifted and talented children monitors this policy on a regular basis and gives feedback to the governing body.
  
- The subject co-ordinators (or club organisers) collect samples of work from more able, gifted and talented children, in order to demonstrate the standards they are achieving.