

# **Gifted, Talented and More Able Policy**



Written in December 2013, reviewed and **updated November 2015**

**Designated leads:**

Brian Owens (Headteacher),  
Jenny Hodgkinson (SENCO, G&T leader).

**Nominated Governor for Gifted, Talented and More Able:**

Grant Anderson

To be reviewed every 2 years - date of next review November 2017

## **INTRODUCTION**

All pupils at Edwalton are entitled to a broad, balanced and relevant curriculum. We believe in the development of the whole child and that each individual should have the opportunity to develop and achieve the highest possible standards. We believe that the 'Gifted, Talented and More Able' pupil needs support, guidance and encouragement. The needs will be met through intellectual, creative and physical stimulation and enriched and extended curriculum opportunities in order to develop a higher level of thinking skills.

"Every learner is entitled to benefit from an education which promotes their well-being through access to a range of learning opportunities of the highest standard and quality possible, which take account of varied life experiences and needs, different starting points and factors such as gender, ethnicity, culture, age, ability and disability." Every Learner 2004

## **STATUTORY REQUIREMENTS**

Schools are required by law to draw up and implement a distinct teaching programme for their 'Gifted, Talented and More Able' pupil cohort.

The 1994 Education Act recognises that a policy for 'Gifted, Talented and More Able' pupils and programmes for their enrichment should sit easily alongside other policies and programmes of work.

Evidence from OFSTED shows that where the needs of 'Gifted, Talented and More Able' pupils are met, standards are raised for all pupils.

## **AIMS AND OBJECTIVES FOR THE DEVELOPMENT OF THE 'GIFTED, TALENTED AND MORE ABLE' PUPIL**

At Edwalton we aim to:

- identify the 'Gifted, Talented and More Able' pupil as early as possible in his/her time at our school
- recognise that the 'able' pupil may have emotional and/or social problems or may present themselves as underachievers or as pupils with learning problems
- provide enrichment/extension activities where appropriate such as music lessons (private tuition) in mainstream curriculum time
- provide a differentiated curriculum where appropriate
- encourage and provide opportunities to develop specific skills/talents support the whole child (spiritual, emotional, social and intellectual development).

## **CHARACTERISTICS OF A 'GIFTED, TALENTED AND MORE ABLE' PUPIL**

The 'Gifted, Talented and More Able' pupil tend to exhibit some, but not necessarily all of the following:

- high intellectual ability (pupils likely to achieve Level 5+ at the end of Key Stage 2 and Level 3+ at the end of Key Stage 1)
- ability to apply knowledge and understanding in other contexts (linking learning)
- specific aptitude in particular subject areas and may show more confidence in this
- creativity (ability in creative, artistic and performing arts)
- leadership skills

- specific sports abilities.
- high order thinking skills
- demonstrate high levels of fluency and originality in their conversation
- be dominant in a social group
- have a good memory – grasp new concepts quicker
- respond positively to challenges
- see issues from a range of perspectives
- look beyond the question in order to hypothesise and explain
- work flexibly and establish their own strategies

## **IDENTIFICATION OF THE 'GIFTED, TALENTED AND MORE ABLE' PUPIL**

'Gifted, Talented and More Able' pupils are identified through:

- class teacher/headteacher/support staff nomination
- information from previous teacher/school
- Statutory Assessment Tasks/Tests (SATs) as well as termly assessments
- Pupil progress discussions with the Headteacher and key stage leaders
- standardised testing (NFER)
- consultation with parents/guardians
- consultation with experts in those particular areas or associations
- discussion with the pupil

## **ROLE OF THE 'GIFTED, TALENTED AND MORE ABLE' CO-ORDINATOR**

The role of the 'Gifted, Talented and More Able' co-ordinator includes:

- implementing the 'Gifted, Talented and More Able' policy throughout the school
- organising and managing resources
- supporting/liasing with class teachers to draw up ideas of support for the identified 'Gifted, Talented and More Able' pupils
- encouraging/facilitating work of other staff
- leading the preparation, review and implementation of an effective 'Gifted, Talented and More Able' school policy on supporting 'Gifted, Talented and More Able' pupils
- consulting/liasing with other agencies where appropriate
- monitoring teachers' planning to ensure that suitable tasks and activities are being undertaken by the 'Gifted, Talented and More Able' pupils
- monitoring the progress of 'Gifted, Talented and More Able' pupils through discussions with teachers and TAs
- Keep a whole school register of pupils identified as Gifted, Talented and More Able'

## **ROLE OF THE CLASS TEACHER**

- keeping regular assessment data in order to identify and monitor the progress of all pupils
- monitoring the progress of 'Gifted, Talented and More Able' pupils through discussions with TAs
- making provision, through a well-planned and differentiated curriculum for all pupils to be challenged to reach their potential
- making contact with the co-ordinator, Headteacher and subject leaders to confirm and support decisions on identification and provision for the 'Gifted, Talented and More Able' pupils, including informing the updating of the Gifted, Talented and More Able' register.
- reporting to parents

## **ROLE OF THE GOVERNORS**

The governing body have a strategic role in implementing the curriculum at Edwalton and setting future targets to raise standards for all pupils.

Governors have the responsibility of setting, agreeing and applying the 'Gifted, Talented and More Able' policy. This includes the monitoring of teaching and ensuring planning shows progression and fully covers statutory requirements. Regular meetings happen between the governor and the 'Gifted, Talented and More Able' co-ordinator.

## **EQUAL OPPORTUNITY**

We aim to promote equal opportunities for, and have high expectations of, all pupils irrespective of age, race, gender, background, physical/sensory ability, intellect and special educational needs.

All pupils will have equal opportunities to be included in the 'Gifted, Talented and More Able' cohort. 'Gifted, Talented and More Able' access is monitored based on gender and EAL to ensure equality and opportunity.

At Edwalton we respond to the diverse learning needs of the pupils in our care. We aim to overcome potential barriers to their learning and have high expectations of all pupils.

## **PLANNING**

At Edwalton, we believe that a consistent standard of planning through the school enables us to build upon and complement a child's previous achievements. Teachers plan to ensure progression, to meet statutory requirements and to ensure 'Gifted, Talented and More Able' pupils receive a rich and extended programme beyond the National Curriculum.

Planning for 'Gifted, Talented and More Able' pupils involves the class teacher and the 'Gifted, Talented and More Able' co-ordinator setting agreed targets in areas of strength for individuals. This may include providing an extended curriculum or enrichment programme. Targets may be recorded on provision maps but are not always necessary but might sometimes be drawn up.

## **ASSESSMENT**

Foundation Stage Two use teacher assessments to record individual achievement throughout the year in all areas of study using the Early Learning Goals framework. Foundation Stage Two teachers complete baseline assessments on every pupil on entry to school. These assessments are used to consider the level of support required to ensure pupils achieve their full potential. Achievements are recorded in their Foundation Profile at the end of Foundation Stage Two

Statutory SATs are administered in Year 2 and Year 6 in English and Mathematics. Year 2 and Year 6 class teachers are required to complete teacher assessments for each pupil in Reading, Writing and Mathematics. N.F.E.R. tests are administered in Years 3. Termly assessments are carried out in every year across school (Key Stage One at the end of the terms and Key Stage Two on the half term (see Assessment timetable) using Classtrack in Assessing without Levels based on Sheffield Stat, in line with The Flying High Trust)

At the end of Autumn and Spring term teachers complete an interim report, then at the end of the academic year (Summer term) class teachers complete a written report, which records achievements and sets out future targets for each pupil. Parents receive a copy and have the opportunity to discuss the report with the class teacher and the Headteacher if appropriate. This report is kept in the pupil's file and can be accessed by future teachers and co-ordinators if required and is also forwarded to transfer.

## **ALLOCATION OF RESOURCES**

Resources for 'Gifted, Talented and More Able' pupils should be allocated according to the curriculum needs of the cohort.

Points of reference to support the teaching of the gifted, talented and more able can be found on:

<http://www.nace.co.uk/>

[http://www.optimus-education.com/hubs/gifted-talented-hub?utm\\_source=tex&utm\\_medium=web&utm\\_campaign=texmigration](http://www.optimus-education.com/hubs/gifted-talented-hub?utm_source=tex&utm_medium=web&utm_campaign=texmigration)

### **Policies relevant to this policy:**

Teaching and Learning Policy

SEN policy

Anti-bullying policy

Curriculum policy

Policy agreed on:

Date:

25.11.15.

Governor responsible for Gifted, Talented and More able:

Grant Anderson

Chair of governors:

Sara Dawson