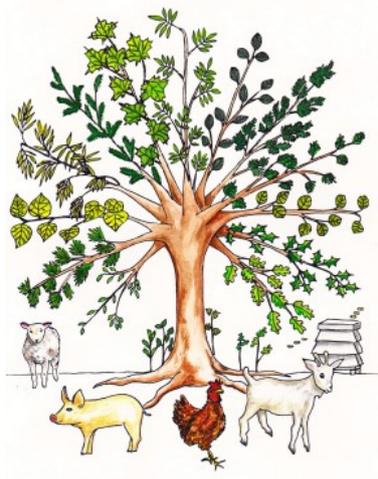


# **Edwalton Primary School**



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

**March 2018**

**Approved by Full Governing Body 28.3.18**

**Due for review March 2019**

## Introduction

At Edwalton Primary School, we aim to provide a happy inclusive environment where every child has the opportunity to develop and achieve the highest possible standards. We are committed to providing challenge and opportunity for all our pupils, through a broad and balanced curriculum, guiding them in developing their full potential.

In delivering our aim to provide an outstanding education for our GTMA pupils, we aim to:

- Identify, monitor and track our GTMA pupils effectively
- Set evaluated targets for improving provision
- Set the children aspirational targets within their learning
- Provide a rich, challenging and differentiated curriculum
- Ensure that all staff have relevant training to meet the needs of our GTMA pupils
- Ensure we uphold the principle of equality of opportunity for all in regard to GTMA provision
- Take account of pupil and parent views
- Foster a love of learning in all our pupils
- Value and celebrate talent and ability
- Encourage independent learning.

## Definitions

We define 'Gifted, Talented and More Able' as:

**'Pupils with one or more abilities at a level significantly in advance of their year group, or with the potential to develop those abilities'.**

**Gifted** describes learners who are, or could be, more exceptionally able in one or more academic areas such as English, maths, ICT or science.

**Talented** describes learners who have, or could have, the ability to excel in skills such as leadership, artistic performance, visual art, sport or music.

**More Able** – a broader band of pupils that describes learners who are, or could be performing generally in advance of their year group academically.

## Identification

- We use a range of age appropriate measures to identify our GTMA pupils (see below)
- Pupils are placed on a GTMA register
- Parental engagement sought to support continuity between home and school
- We recognise that some pupils in our GTMA cohort may also belong to underrepresented or underachieving groups e.g. SEN, Pupil Premium, EAL, summer birthdays.

On entry to the Foundation Stage:

- The Early Years Framework and the Development Matters Guidance identify children working significantly in advance of the expected level
- Teacher assessments and class data inform referral
- An open dialogue is entered into with parents about abilities, progress and next steps
- Staff and outside agency referral is considered regularly.

At the beginning of Key Stage 1:

- Teacher assessments and class data inform referral
- A characteristics checklist is used to guide identification, especially of our underrepresented groups (Appendix 1)
- An open dialogue is entered into with parents about abilities, progress and next steps
- Staff and outside agency referral is considered regularly.

At Key stage 2:

- As the children transfer from Year 2 to Year 3, we ensure that there is continuity of provision for our GTMA pupils
- In Year 3, all children complete a Non Verbal Reasoning test which helps us to identify additional pupils with GTMA potential
- A characteristics checklist is used to guide identification, especially of our underrepresented groups (Appendix 1)
- Teacher assessments and class data inform referral
- An open dialogue is entered into with parents about abilities, progress and next steps
- Staff and outside agency referral is considered regularly.

## **Monitoring**

GTMA subject leaders:

- Identify key priorities for development
- Measure policy impact on practice and provision
- Carry out PWA and follow up actions where necessary
- Monitor the registers and check for progress
- Support teachers to identify pupils who may be underachieving.

Progress is monitored constantly and formally recorded 4 times a year by class teachers and the Leadership Group:

- At the beginning of year in the target setting process
- At the end of the Autumn term
- At the end of the Spring term
- As part of the end of year review. Information is then passed on to the following year's teacher.

### **Practice and Provision**

- Governors and senior leaders have a commitment to ensuring that the needs of our GTMA pupils are embedded in an ethos of high achievement
- Teachers are aware of pupils they know to be working significantly in advance of their year group or with the potential to develop those abilities. Information regarding GTMA pupils is passed between year group teachers and between key stages through a transition programme
- Teachers provide differentiated work in class with challenging targets. Extended learning is supported by our marking policy which requires further challenge to be set where appropriate
- We give pupils opportunities to celebrate their successes with their peers and adults e.g. show and tell, class celebrations, star writers, eco and school council assemblies.
- We are aware that some of our GTMA pupils may be underachieving e.g. SEN, EAL, Pupil Premium, summer birthdays and Pakistani origin. We actively work to identify and narrow any gaps within our vulnerable groups
- We are aware of, and address that some pupils may need social and emotional support
- We enlist skilled providers to help pupils develop their own skills further e.g. Musicians, environmental champions, chess tutors. The school employs a full time sports specialist who plans and delivers an enriched sports curriculum for all children and helps identify those with

talent. These children are offered extracurricular sports activities or are signposted to local clubs where they can develop their skills

- The pupils have the opportunity to follow their own interests through a variety of extracurricular clubs eg. chess, recorder, choir, and a variety of sports clubs
- All pupils have the opportunity to learn musical instruments and talent is identified and signposted to individual lessons
- We provide our GTMA pupils with opportunities to take part in unique projects that reflect their ability eg, chess tournaments, a general knowledge quiz and sporting competitions
- Environmental groups and school councils offer the opportunities for our most able pupils to develop their debating, leadership and enterprise skills
- We consult with parents through open days/evenings, parents' evenings and booklets home
- Pupils' views regarding provision are sought during subject leader monitoring
- Staff plan and deliver a wide range of small group enrichment activities for the children each week. The GTMA pupils work as a group on challenging tasks which require them to research, think and present work
- We give our most able children the opportunity to act as mentors, teachers and leaders e.g. as peer mediators, reading buddies and PE Sports Leaders.

- Unusual alertness, even in infancy
- Rapid learner; puts thoughts together quickly
- Excellent memory
- Unusually large vocabulary and complex sentence structure for age
- Advanced comprehension of word nuances, metaphors and abstract ideas
- Enjoys solving problems, especially with numbers and puzzles
- Often self-taught reading and writing skills as preschooler
- Deep, intense feelings and reactions
- Highly sensitive
- Thinking is abstract, complex, logical, and insightful
- Idealism and sense of justice at early age
- Concern with social and political issues and injustices
- Longer attention span and intense concentration
- Preoccupied with own thoughts—daydreamer
- Learn basic skills quickly and with little practice
- Asks probing questions
- Wide range of interests (or extreme focus in one area)
- Highly developed curiosity
- Interest in experimenting and doing things differently
- Puts idea or things together that are not typical
- Keen and/or unusual sense of humor
- Desire to organize people/things through games or complex schemas
- Vivid imaginations (and imaginary playmates when in preschool)