



## New Marston Primary School

### More Able, Gifted and Talented Policy January 2018

#### **Ethos**

At New Marston 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', "Gifted", or "Talented".

#### Definitions\*

\*please note; the categories are difficult to define precisely and in some cases there may be a cross-over

**Gifted** – Refers to a child of exceptional *intellectual* ability who possesses abilities so well developed and so far in advance of their peer group that the school needs to provide additional learning opportunities which develop, enhance and extend these abilities.

**Talented** – Refers to a child who *excels* in *one or more specific fields*, such as sport or music, but who does not necessarily perform at a high level across all areas of learning.

**More Able** – A child who is working *above the expected level* for their age within the realms of the school curriculum.

#### Aims and Objectives

- To promote the identification of More Able, Gifted and Talented pupils, using a variety of methods of assessment.
- To ensure that all More Able, Gifted and Talented pupils achieve their full potential.
- To provide a rich, challenging and differentiated curriculum in which More Able, Gifted and Talented children can work at their own level and pace.
- To give opportunities, in all curriculum areas, to develop talents, creativity and reasoning skills.
- To create an ethos where pupils can have and achieve the highest aspirations.
- To work in partnership with the home and school in order for all pupils to reach their full potential.

#### **What and how we teach**

Teachers plan carefully to meet the learning needs of all of our children. Objectives are set according to the children's individual needs. Interventions are delivered and tailored to suit the child's ability, which ensures they access the curriculum to their full potential.

**More Able pupils** will be taught through a range of strategies:

- Planning and work will be differentiated and extended for the More Able children in class lessons.
- Themed weeks.
- The class teacher will focus on the most able group each week and will include higher order thinking skills and more problem solving activities in the lesson

### **Gifted pupils**

- Pupils may work with children from a higher year group.
- Pupils will be offered extension tasks at a higher level on a regular basis
- Liaison with other schools (Primary and Secondary) in order to access a wider range of facilities, expertise and resources for Gifted (and Talented) children.
- Pupils may attend planned activity days organised by staff and in conjunction with other local schools to focus on a particular skill or subject area.

### **Talented pupils**

- Talent Shows will be offered in school for more Talented children.
- Specific events organised in school for Talented pupils. This will cater for all children throughout the year (sporting, music etc)
- Providing Talented children the opportunity to perform to the school and their parents in performance assemblies, i.e guitar show.
- Subject leaders will offer an annual activity for each child on the Gifted or Talented register.
- We offer a range of extra-curricular activities for our children. These activities offer More Able, Gifted and Talented children the opportunity to further extend their learning in a range of activities such as sport, music and computing.

### **How we monitor**

Monitoring of More Able, Gifted and Talented pupils is the responsibility of the class teacher. The More Able Co-ordinator will be responsible for:

- Monitoring teachers' planning to ensure that suitable tasks are being undertaken by the More Able, Gifted and Talented children in the different curriculum areas (where appropriate).
- Monitoring the progress of More Able, Talented and Gifted children through discussion with the class teacher and reviewing assessment data to check if those pupils continue to make above average progress.
- Supporting staff in the identification of More Able, Gifted and Talented children.

### **How we support children**

Children are supported within class and on occasion through intervention, where children work in small groups to develop and progress to their full potential. These are recorded on our provision map. If children show talent, giftedness or ability in specific areas, teachers liaise with parents to ensure children are directed to further or specific routes to develop their talent. E.g promotion of swimming clubs, footballs clubs, maths opportunities, philosophy clubs etc.

### **How we assess**



Many More Able (children working above average) will be identified because their progress through the National Curriculum takes them beyond the expectation for their age. This may occur through testing or teacher assessments. The children undertake national tests in Year 2 and 6. Teachers also make regular assessments of each child's progress in each subject and the children who are performing above the average for their peers will be highlighted on the More Able register.

However, testing alone is not sufficient for the identification of Gifted and Talented pupils. This may exclude underachievers, and those children with specific skills. A range of people may be involved in the identification process:

- Teachers
- Support staff
- Parents/Carers
- Pupils
- Specialists such as sport coaches or music teachers

### **Resources**

The More Able, Gifted and Talented Co-ordinator (Sarah Douglas) is responsible for the provision of the More Able curriculum resources in liaison with subject leaders. She also oversees extra opportunities that may be offered to talented and gifted pupils, in liaison with class teachers and parents.

To be reviewed January 2020