

Bromley Heath Infant School Policy for More Able, Gifted and Talented Pupils

Rationale

This policy is an integral part of the school's broader development of maximum inclusion of educational opportunity for all pupils and states our commitment to providing an environment in which all pupils are enabled to realise their potential.

Aims

This policy is intended to support the following aims:

- The raising of aspiration for all pupils
- High expectations of achievement for all pupils
- Greater enterprise, self-reliance and independence for all pupils
- Securing pupils' entitlement to a suitably personalised and challenging learning experience that engages with their needs and interests

Definitions

Our school recognizes that there is no set definition of what constitutes a More Able, Gifted and Talented pupil. However, to support the advice outlined in this policy, we draw on the definitions provided by the **Department for Children, Schools and Families (DCSF)**.

The DCSF define the group supported by the national programme for Gifted and Talented as:

Children and young people with one or more abilities developed to a level significantly ahead of their year group (or with the potential to develop those abilities).

More Able refers to the children and young people at the upper end of the ability range in most classes, typically those children achieving **Working at Greater Depth at the end of** Key Stage 1.

Gifted and Talented is the term applied to those children who are achieving, or have the potential to achieve, at a level substantially beyond the rest of their peer group.

There are occasions when planning provision for pupils and monitoring its impact that the following descriptors may be helpful. However, many pupils demonstrate skills that contribute significantly to their academic development and vice versa.

Gifted children and young people are capable of excelling in academic subjects (such as English, Maths, Languages, History or Science)

Talented children and young people may excel in areas of the curriculum where visio-spatial skills or practical abilities are developed, as well as academic skills (such as PE, drama, music or art and design).

In addition, a child may be very able in some areas and also appear on the Special Educational Needs (SEN) register for behavioural, social, physical, sensory or specific learning difficulties. Such a child has a Dual or Multiple Exceptionality.

All the children in the groups above are recognised to be unique individuals, with their own individual strengths and weaknesses, and hence the importance of identification.

Identification

Typically, but not exclusively, more able and gifted pupils show the potential to achieve the following levels by the end of their key stage:

- KS1 – **Working at greater depth in the Year2 Curriculum**, at the end of Key Stage 1
- FS – **Exceeding the Early Learning Goal**

Gifted children and young people may well exceed these levels in their academic attainment.

It is important to note that talented pupils may or may not show high academic ability in statutory assessments and further identification procedures are necessary to ensure pupils' needs are met (for example, teacher assessment in other National Curriculum subjects, such as PE, Art...etc)

Our school has a process for identifying pupils who are gifted and talented which is set out as an appendix to this policy. **(See appendix 1)**. Our school is committed to an inclusive policy of identifying pupils' potential regardless of their race, religion, background or individual needs.

This information is collated by the gifted and talented co-ordinator and is made available to all staff. The gifted and talented register is regularly reviewed and updated.

Gifted and Talented Register

Pupils are included on the gifted and talented register when we have identified a child's specific needs and agreed a programme of enrichment and enhanced provision in order to develop their gift or talent.

More able pupils are not routinely put on the register as they receive their support through Quality First Teaching and personalised learning within class. However, there may be times when we consider a more able child has the 'potential' to be gifted or talented and in this case, additional provision may be planned and the child included on the gifted and talented register. Not being on the register does not preclude pupils from accessing enrichment activities.

Pupils can move on and off the school register as appropriate, following an annual evaluation of their progress and the impact of the provision. All stakeholders are made aware of this. We are sensitive to the potential effects of 'labelling' Removal from a register may affect children and their parents/ carers, particularly at vulnerable times such as moving between schools and transition between key stages.

Provision

Within School:

All pupils, including the more able, gifted and talented, experience appropriate levels of challenge and enrichment through Quality First Teaching, personalised learning in the classroom and in extra curricular activities. In mapping this provision teachers will consider the following strategies.

Planning:

- Identifying provision for able, gifted and talented pupils in subject policies and plans
- Identifying clear stages of development in schemes of work

- Planning a differentiated curriculum with a balance of whole class, group and individual teaching
- Restructuring class organisation or pupil grouping (setting, acceleration, fast-tracking, compacting, early entry)
- Setting differentiated homework
- Differentiation through pace, task, dialogue, support, outcome, resource, content and/or responsibility
- Planning a variety of extension and enrichment activities

Challenge:

- Problem solving and investigation to develop reasoning and thinking skills
- Use and model open-ended questions and tasks
- Introduce elements of competition within and outside peer group
- Competition against self through target setting
- Opportunities for creative and productive thinking

Extending and enriching the curriculum through a range of activities that may include....

- Visiting experts and range of materials and resources
- Visits/workshops from poets, writers, artists, actors, dancers etc.
- Increased technical and specialist language
- Use of subject specialists
- Use of additional support, TA's, other adults, older pupils and parents for one to one or group work to extend child in a specific area (social or academic)
- Links with outside agencies (music tuition, sports coaches, etc.)
- Clubs at lunchtime or after school, covering academic as well as other activities
- Participation in special competitions
- Enrichment sessions during the school day
- Cluster activities with other schools

Outside School

The most effective support the school can provide to parents of able, gifted and talented children is via open communication of information about progress and strategies adopted. The school will need to make use of, or signpost families to opportunities offered by:

- Subject specialists
- Visiting experts
- School library service
- Specialist clubs and societies
- National Associations
- The Internet

Continuity and Progression

- Information on more able, gifted and talented pupils is provided on transfer between classes and school.

Monitoring, Assessment and Evaluation

Pupils' achievements will be monitored and evaluated against set individual targets. This process will include:

- Pupil progress meetings between class teachers and the Headteacher/ Senior manager
- Regular tracking of progress across the curriculum
- Valuing out of school achievements
- Intervention activities to prevent underachievement.

The school will evaluate its provision through:

- Auditing practice and provision against the Institutional Quality Standards and the Classroom Quality Standards for gifted and talented pupils.

Named Coordinator and Named Governor

- The Gifted and Talented Co-ordinator for our school is [Kirsti Harris](#)
- A named **inclusion** governor has responsibility for maintaining a high focus for More Able Gifted and talented provision within the school.

Continuing Professional Development

- Regular training for Gifted and Talented Co-ordinator and Governor
- Appropriate in-service for all staff
- Involvement in cluster co-ordinator meetings and training initiatives

Process for Development and Review

- The school has an action plan to support the implementation of this policy with clearly identified monitoring and evaluation opportunities
- Our commitment to support more able, gifted and talented pupils is reflected in our School Improvement Plan
- This policy and the success of the school’s provision will be reviewed annually by the Gifted and Talented Co-ordinator/ Headteacher

This policy is adopted by the staff and governors at Bromley Heath Infant School and will be reviewed bi- annually.

Date: 27th September 2010

Signed: _____ Head teacher

_____ Governors Curriculum Committee Representative

Review Date: September 2012

Review Date:	November 2012	Signed:	✓
Review Date:	November 2014	Signed:	✓
Reviewed and Updated Date:	November 2016	Signed:	
Review Date:		Signed:	
Review Date:		Signed:	

Appendix to policy for More Able Gifted and Talented Pupils

Identification of G&T pupils

1. Characteristics of More Able, G&T learners

The following characteristics (taken from the 1998 Ofsted review of research by Joan Freeman) are not necessarily proof of high ability but they alert us to enquire further into an individual's learning patterns and ability levels.

He or she may:

- be a good reader;
- be very articulate or verbally fluent for their age;
- give quick verbal responses (which can appear cheeky);
- have a wide general knowledge;
- learn quickly;
- be interested in topics which one might
- associate with an older child;
- communicate well with adults – often better than with their peer group;
- have a range of interests, some of which are almost obsessions;
- show unusual and original responses to problem-solving activities;
- prefer verbal to written activities;
- be logical;
- be self-taught in his/her own interest areas;
- have an ability to work things out in his/her head very quickly;
- have a good memory that s/he can access easily;
- be artistic;
- be musical;
- excel at sport;
- have strong views and opinions;
- have a lively and original imagination/sense of humour;
- be very sensitive and aware;
- focus on his/her own interests rather than on what is being taught;
- be socially adept;
- appear arrogant or socially inept;
- be easily bored by what they perceive as routine tasks;
- show a strong sense of leadership; and/or
- not necessarily appear to be well-behaved or
- well liked by others.

These characteristics help to identify a broad group of pupils from whom gifted and talented pupil may be identified with reference to the information sources and identification methods outlined below.

2 Identification methods

Gifted and talented pupils are identified by drawing on a wide range of information sources, including both qualitative and quantitative information. These are outlined below:

a) Teacher/staff nomination

Teachers spend a lot of time with children, assessing their abilities in a range of subjects and skills as part of everyday teaching and learning. Therefore, this is one of the main ways in which children are identified.

b) Testing- achievement, potential and curriculum ability

Test results, e.g. SATs scores enable teachers to identify performance in academic subjects in relation to their peers and national expectations. The school uses APP/ or similar to track pupil progress in reading, writing and maths. Teachers may also identify where a child has particular skills and knowledge in other curriculum subjects such as history or design technology.

c) Assessment of children's work

Assessments, including the marking and levelling of children's work enables the school to identify high performance in relation to peers and pupils nationally.

d) Parental information

Parents have a huge amount of information regarding their child's abilities and are encouraged to share this with school where they believe their child may be gifted or talented.

e) Using community resources and outside agencies

Sometimes, community groups may contact school to identify a particular gift or talent a child is demonstrating outside of school.

4 Next steps

Once a child has been identified as gifted or talented they are added to the register and this information is shared with parents and carers. They are also identified on the school census. Provision for identified pupils is then planned as outlined in the main policy document.