



Happiness

Independence

Solid Foundation

# More Able, Gifted and Talented Policy



## Summer 2014

**"The rising tide lifts all ships"**

Joseph Renzulli

## **Introduction**

Harefield Infant and Nursery School is committed to providing an environment which encourages all pupils to maximise their potential. Meeting the needs of the More Able Gifted and Talented (MAG&T) pupils is the responsibility of all staff.

## **Definitions**

Our policy is aimed at the More Able learners and those children who display gifts and talents and those who show the potential to obtain higher levels across the school. Provision will be made for these children within the normal class teaching, but sometimes we will provide enrichment or extension activities to promote their thinking and talents still further.

In the National Guidelines, the terms are distinguished as follows:

"Gifted" refers to a child who has an actual or potential range of achievement at a level well above average in the more academic subjects.

"Talented" refers to a child who excels in performance skills, such as sport, art or music.

While we recognise and cater for these particular categories of children in our school, at the same time, we respect the right of all children, irrespective of differences in ability, to access various areas of learning, both of their self-fulfilment, and for their eventual development into active and responsible adults.

## **Aims and Objectives**

Our aims are to:

- Ensure that we recognise and support the needs of all 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
- Encourage children to think and work independently.

## **The School Register**

The school has a register for children who have been identified as being More Able Gifted and Talented. Year 1 and 2 are on the Register, Nursery and Reception are on the shadow register (as mentioned in the definition). A copy of the Register is given to the School Office, Head Teacher and placed in the G&T file. The register is reviewed termly (September and January for the School audit) and the progress of each pupil evaluated.

## **Identification**

Various identification strategies are used to insure effective and suitable provision. By identifying the able child, teachers can assess needs and therefore plan work to ensure appropriate pace and challenge.

At Harefield Infant and Nursery School, we identify pupils through:

Teacher observation and assessment.  
Qualitative Assessment Opportunities

We use a range of strategies to identify the able, gifted and talented children. The identification process is on-going, and begins when the child starts school. Each child's pre-school record gives details of achievements and interests in particular areas. Discussions with parents and carers enable us to add further details to these records.

It is worth remembering that more able children can be:

- Good all-rounders
- High achievers in one area
- Of high ability but with low motivation
- Have good verbal ability but poor writing skills
- Be very able with a short attention span
- Be very able with poor social skills
- May be keen to disguise their abilities.

Children undertake baseline assessment within the first half-term of joining our Nursery and Reception classes. This gives information about their developing skills and aptitudes across several areas of learning. We discuss each child's Foundation Stage profile with the parent, and use this information when planning for individual needs.

As the children progress through the school, we review their targets to ensure they are meeting their goals. Teachers discuss the progress with children, parents and carers at the termly Target Setting sessions and report annually on each child's progress in July.

## **The Exceptionally Able Pupils**

Harefield Infant and Nursery School we recognise those pupils working *significantly* well above expectations for their age are identified and provision made accordingly.

## **Dual-Exceptionality and Inclusion**

We recognise that some pupils with Special Educational Needs are identified on the More Able Gifted and Talented register and their needs are met appropriately.

The Learning Mentor has an active role in supporting children who are on the More Able Gifted and Talented register whilst eligible for pupil premium funding (e.g. Free School Meals, Looked After Children or Forces children).

## **Tracking**

All pupils are assessed half termly and this data is inputted into Classroom Monitor. Coupled with this there are regular meetings with the school leadership team to discuss Pupil Progress. Here, if any pupil is identified as underachieving, then provision can be discussed and allocated if considered necessary.

## **Provision for the More Able Gifted and Talented (MAG&T)**

We aim:

- To maintain an ethos where it is OK to be bright.
- Each classroom will have a Challenge Board. Displayed on there will be challenge posters, questions, Thinkers Keys. This can be used by every member of the class. This will be recognised in Achievement Assembly.
- To encourage all pupils to be independent learners.
- To recognise achievement (e.g. Gold Book, Achievement Assembly, positive reward display in classrooms).
- To provide a variety of resources including the internet to extend and enrich learning.
- To provide an inclusive curriculum that has high expectations to extend all learners.
- To provide opportunities for all pupils to work with like-minded peers.
- Challenge Club will run annually with the children on the register.

Review July 2015

***“The world needs children who are bright and competent and who will keep their sparkle as they move through life. Their potential capabilities can contribute greatly in all fields of endeavour in every corner of the world - if only they are given the chance to develop them. At least one in ten children are born bright enough to make them outstanding in some way”***

**Dr Joan Freeman**  
**How To Raise A Bright Child**  
**(1995)**