

BARNBY DUN PRIMARY ACADEMY



POLICY for

GIFTED AND TALENTED and MORE ABLE CHILDREN

Aims

All children have the right to a broad, balanced and relevant education which provides challenge and an appropriate education and takes individual differences into account. At Barnby Dun Primary Academy we are committed to providing an environment which encourages all pupils to maximise their self-fulfilment or personal achievements and eventual development into active and responsible adults. This clearly includes pupils who display some form of gift or talent

We also aim to maintain an ethos where it is ok to be bright; encourage all pupils to be independent learners; recognise achievement, be aware of the effects of ethnicity, bilingualism, gender and social circumstances on learning and high achievement; provide a wide range of extra- curricular activities and clubs; always provide work at an appropriate level and provide opportunities for all pupils to work with similar peers.

Definitions:

In our school, we use the following terms:

- **'Very Able'** (rather than gifted) refers to a child who has a range of achievement at a very high level.
- **'Talented'** refers to a child who excels in one or more specific fields, such as art, sport or music, but who may not perform at a high level across all areas of learning.

According to National Guidelines Gifted and Talented pupils are those pupils 'who achieve, or have the ability to achieve, at a level significantly in advance of the average for their year group.' This is nationally expected to be between 5-10% of each year group.

The following areas have been identified as being the main areas of ability and are based on the Howard Gardner seven intelligences. Category A includes those who are gifted and B-E those who are talented.

- A. Intellectual (aspects of English, Maths and Science)
- B. Artistic and Creative (Art, Design, Music and Drama)
- C. Practical (Design and Technology, Mechanical Ingenuity)
- D. Physical (PE, Sports and Dance)
- E. Social (Personal and Interpersonal, Leadership qualities, working with adults)
- F. A pupil could be recognised as gifted or talented but who is not currently reaching his or her potential.

Identification of Very Able and Talented Children

We use a range of strategies to identify more able and very able children. More detail can be found in the Assessment Policy. We aim to include staff, pupils, parents and carers and information may include:

- The pre-school profile and discussion with parents/carers gives details of a child's achievements and interests in particular areas.
- Teacher assessments throughout school to check progress and achievement towards personal targets.
- Statutory national SATs in Y2 and Y6, and non-statutory national tests in Y3, Y4 and Y5.
- General observations in a variety of circumstances to take note of children's thinking skills, communication skills, attitudes, abilities etc.

A child who has been identified in a particular field will be put on the school gifted and talented/ More Able 'register'.

Provision for Able and Talented Pupils

It is important that we recognise that children at the top end of the ability range may have special educational needs. Under-achievement can lead to complex problems which can seriously damage the progress and potential of the very able child. Boredom, frustration and lack of motivation may lead to adverse emotional or behaviour patterns, which are disruptive to the child and other children in the class. We need to plan our teaching and learning in such a way that we enable each child to demonstrate what they know, what they understand and what they can do. Opportunities for extension and enrichment are built into our planning and both are needed if children's abilities are to be monitored effectively.

As the new curriculum requires all pupils to be working at a higher level this means that more able pupils will also have to work at a much higher level.

Classroom differentiation:

- Teachers have high expectations
- Tasks are designed to take account of levels of existing knowledge, skills and understanding
- Planned extension opportunities or open-ended tasks, not more of same but instead of.
- Questioning used effectively
- There may be access to higher tier assessment papers
- Small group work
- Grouping by ability
- Opportunities for pupils to work on higher order skills
- Differentiated homework
- Teaching styles varied to support all types of learning
- Use of AFL to increase pupil participation in planning and evaluation.

School based:

- School clubs
- Super learning groups taught in blocks in addition to classroom work.
- Partnerships with secondary schools and pyramid schools i.e. event days.

Out of school:

- National schemes/ competitions/ festivals

As a staff, we understand the need to provide a unified approach to setting standards of work, recording progress and recognising achievements. As children progress through the school, they should meet with consistent attitudes and expectations in terms of their work and behaviour. We need to co-operate fully to ensure continuity and progression and to give all the children in school the best possible chance to develop their abilities to the full.

We also celebrate achievements that children have gained out of school. We offer opportunities for children to share their achievements in class and in assemblies and allow them opportunities to show any trophies/certificates etc.

Monitoring

The Gifted and Talented lead teacher is responsible for provision and practice for very able and talented children by:

- supporting staff in the identification of very able and talented children;
- monitoring teachers' planning to ensure that suitable tasks and activities are being undertaken by very able and talented children;
- regularly reviewing the teaching / grouping arrangements to ensure provision for this group of children;
- monitoring the progress of very able children through regular communication with class teachers and assessment co-ordinator, work sampling and pupil tracking systems;
- providing advice and support to staff on teaching and learning strategies.
- liaising with parents, governors, LEA officers and feeder schools on issues relating to this group of children.

Staff Development:

We aim to raise awareness of the more able child by encouraging and releasing teachers to attend courses and by providing whole school inset days.

Personal and Social Concerns:

The school's role is to develop the whole child, body, mind and spirit which include self concepts, self esteem, value and moral thinking, social adjustments, altruism and motivation. The school believes in looking at the positive attributes of each child and informing each child of their capabilities.

Updated by Sarah Harris (Lead G&T teacher) Reviewed April 2016
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