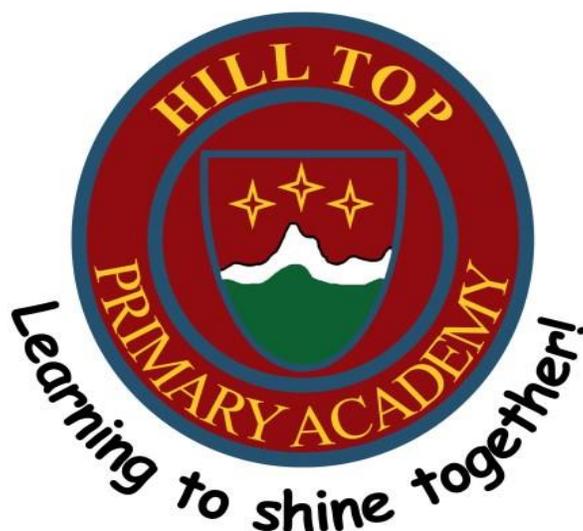


Hill Top Primary Academy

A Member of Leodis Academies Trust

More Able, Gifted and Talented **Policy**



<i>Plan administration</i>	
<i>Version Number</i>	2
<i>Date of issue</i>	October 2017
<i>Date of next review</i>	September 2020
<i>Person responsible for review</i>	Inclusion Coordinator
<i>Signed and dated Principal</i>	
<i>Signed and dated and in Gofs minutes Chair of Governors</i>	

Hill Top Primary Academy is an inclusive school; we believe that every child has a right to a broad, balanced and effective education regardless of race, gender, age, sexuality or special need. Please refer to our Equal Opportunities Policy for further details of this.

Introduction

This policy is a statement of the entitlement of children with high ability at Hill Top Primary Academy through staff consultation and by knowledge gained from CPD courses. It reflects the commitment for the school to support the able child. The Governors are aware of these needs and there will be an allocated amount within the school budget for resources.

Definition

In Hill Top Primary Academy we define '**Gifted**' learners as those who have exceptional abilities in one or more subjects in the statutory curriculum other than art and design, music and PE,

'**Talented**' learners are those who have exceptional abilities in art and design, music, PE or performing arts such as dance and drama. '**More**' **Able**' learners should be seen as relative and refers to the top 5% to 10% of our classes.

Within the school we recognise that more able, gifted and talented pupils can be:

- **Good all rounders**
- **High achievers in one area**
- **Of high ability but have poor writing skills**
- **Of high ability but have challenges with their behaviour**

Aims

The role of the More Able, Gifted and Talented Subject Leader is to:

- To ensure that teaching across school makes learning challenging and enjoyable, including a range of higher order thinking and questioning skills.
- To promote the expectation that the curriculum for all will be extended by realising the needs of the most able.
- To employ a wide variety of methods of recognition of potential.
- To recognise under-achievement and to seek to remove it.
- To audit provision for MAG&T pupils.
- To compile a More Able, Gifted and Talented Register
- To train staff and to provide for these aims to be achieved at school
- To facilitate and organise extracurricular activities and curriculum enrichment activities.

Recognition

Children are continually tested by means of national tests and assessments throughout school. In addition, the following methods will be used:

- Teacher observation and assessment
- Checklists
- Background knowledge
- The expertise of the co-ordinator in supporting the judgment of the teacher
- Parent nomination
- Outside agencies recognizing talent and children's participation outside of school

This information is collated by the gifted and talented coordinator and the assessment coordinator and is made available to all staff. The more able, gifted and talented register for each year group is regularly reviewed and updated by the more able gifted & talented coordinator.

Classwork

Important strategies include:

- Awareness of, reference to and use of the more able, gifted and talented register.
- The coherent management of pupil groupings (whether in mixed ability groups or ability sets) and recognition that whilst there may be a higher concentration of gifted and talented pupils in some groups there will be pupils who have gifts and talents in all groups.
- The provision of opportunities for gifted and talented pupils to work with pupils of similar ability. This will mean that it is appropriate for pupils to work with older pupils occasionally.
- Mentoring and additional provision for pupils of exceptional ability.
- The provision of enrichment/extension activities and tasks.
- Differentiation within subject areas.
- The development of independent learning by allowing pupils to organize their own work, to carry out tasks unaided, evaluate their work and become self-critical.

Extra - Curricular Activities

These are highly valued for the more able, gifted and talented child and include:

1. Club activities - curriculum subjects, gardening, shows, Cricket etc.
2. Activity days. These may be organised by members of staff from Hill Top, the Local Authority or the Regional Partnership.

3. Day and residential visits.
4. The use of specialists e.g. teachers from secondary schools, visiting artists and authors.
5. A broad, creative curriculum giving children a chance to thrive.

Co-ordinating and Monitoring

The following people can support this through regular reviews:

1. Headteacher
2. More able, Gifted and Talented Co-ordinator/ Leading teacher
3. Co-ordinators for PSHCE will support pastoral issues.
4. Governor with responsibility for More Able, Gifted & Talented Children.

Review and Development

Each year the school will draw up a register of able children in each year group. The Gifted and Talented subject leader will keep this list under review. These children will be entered on the School Census (PLASC).

Partnership with Parents

Parents and teachers will work together for the needs of the More Able, Gifted and Talented child.

Secondary Transfer

The school will liaise with local secondary schools to provide information on More Able, Gifted and Talented pupils.

This policy will be reviewed at least every 3 years.