



Policy for More Able, Gifted and Talented Pupils

The Governing Body of Elvington CE Primary School endeavours to write and adopt policies that are fully inclusive for all children / staff / parents / carers / Governors and members of the wider community.

Policy approved by Governors:	December 2023
Signature of Chair of Governors:	
Date for renewal:	December 2026





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Rational

At Elvington Church of England Primary School we aim to provide all of our children with a curriculum that supports, develops and extends their abilities, skills and understanding. We aim to plan our teaching and learning so that every child is given the opportunity to achieve their full potential, including those children who display a marked aptitude or ability.

Aims

The primary aim of this document is to support inclusion by ensuring a consistent approach to the identification, provision and support of the more able, gifted or talented pupils in our school. To achieve this, we aim to:

- have an agreed, shared definition of the terms 'more able', 'gifted' and 'talented' and 'exceptionally able';
- promote a consistent approach for all members of staff to cater for more able, gifted and talented pupils;
- identify more able, gifted and talented pupils at the earliest possible opportunity (especially when they transfer from another school);
- substantiate this identification by the use of objective assessment measures;
- provide more able, gifted and talented pupils with an appropriately challenging and differentiated education, enabling them to work at a high cognitive level;
- provide opportunities for these pupils to develop their specific skills and talents;
- raise staff awareness of the range of strategies available to them for meeting the needs of more able, gifted and talented pupils;
- work in partnership with parents / carers to help them promote their children's learning and development;
- provide for the needs of the whole child – emotional, social, spiritual, physical and intellectual;
- provide a point of reference for teachers to support them in dealing with pupils with particular needs;
- monitor the progress of more able, gifted and talented pupils;
- play a role in extending good practice to all pupils in the school;
- Make best use of links with other schools and the wider community to enhance learning opportunities.



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Definitions

In order to achieve a coherent approach when identifying which children should be placed on the register, we must first agree on a definition. The DCSF uses the following definitions:

An Able Learner: A more able learner is one who is performing above the classroom average in one or more curriculum area.

A Gifted Learner: ability or potential in one or more academic subjects; the top five to 10% of pupils per school as measured by actual or potential achievement in English, mathematics, science, history, geography, modern foreign languages, religious education, information and communication technology, or design and technology.

A Talented Learner: ability or potential in one or more skills, whether artistic, sporting, interpersonal or vocational; the top five to 10% of pupils per school as measured by actual or potential achievement in the subjects of art, music or physical education. However, one element of the description should be emphasised: it is the top five to 10% of pupils per school, regardless of the overall ability profile of pupils.

Identification

In order to achieve as broad and balanced a picture as possible, we therefore use a wide range of strategies for identification. This process is ongoing and needs to involve staff, pupils, parents and carers, a combination of quantitative and qualitative data, and is viewed as part of good teaching. The main strategies we therefore draw upon are:

1. Teachers' assessments based on observation and previous records / transfer information;
2. Pupils' work and challenging teaching methods;
3. Sharing information with other teachers, subject specialists or external agencies e.g. Gifted and Talented Leading Teacher, peripatetic music staff, swimming instructors, etc;
4. Consultation with parents/carers;
5. Consultation with pupils (peer/self-nomination).

Provision

Where a child is more able he/she will be supported with high expectations and differentiated planning.

Enrichment/extension work is provided by all teachers in all classes as part of normal differentiated provision. It is important that provision for Gifted and Talented learners is embedded in classroom practice. Working with others of like ability is important, and this can be made possible by group work, or by the use of setting. Differentiation should provide activities requiring higher order thinking skills. Gifted children need to be challenged and the role of the teacher is vital in challenging the thinking of the gifted child. Teachers will identify gifted children on the class provision map with appropriate, challenging targets in the subject areas in which they are gifted.



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No two learners are alike and personal pathways will reflect targeted provision through:

- Identifying progression within the schemes of work
- Planning a differentiated curriculum with a balance of whole class, groups and individual teaching
- Use of flexible grouping of pupils
- Identifying provision for more able pupils in weekly planning (literacy and numeracy) and in provision mapping.
- Provision of a range of appropriate resources
- Assessment for Learning
- Developing pupils as independent learners
- Differentiating through pace, task, dialogue, support, outcome, resource, content and/or responsibility; and
- Ensuring appropriate class organisation (individuals, pairs, groups; acceleration, compacting, etc);
- Providing extension and enrichment activities in class
- Working in Partnership with other schools and organisations.

Extra-curricular Activities

These are highly valued for the gifted and talented child and may include:

- Club activities
- Enterprise opportunities
- Activity days and master classes. These may be organised by the school, other schools or the LA
- Day and residential visits.
- The use of specialists e.g. teachers from secondary schools, visiting artists and authors.
- Signposting to after-school clubs and events organised by other providers.

Co-ordinating and Monitoring

The following people can support this through regular reviews:

- Senior Leadership Team
- Able, Gifted and Talented Lead
- Governor with responsibility for Gifted & Talented Children – T.B.A



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Partnership with Parents and Carers

Parents/carers and teachers will work together for the needs of the gifted and talented child. Parents/carers will be aware of children's targets through the class provision mapping.

Secondary Transfer

The school will liaise with local secondary schools to provide information on Gifted & Talented Pupils.

Responsibilities of the Senior Management Team

- Overall Policy Setting
- Whole-school assessment and monitoring systems through classroom observations.
- Leading facilitating staff in their provision for the more able.
- Ensuring the transfer of relevant information on the cohort to Secondary School.
- Monitor the progress of 'most able' children at pupil progress meetings and liaising with the Able, Gifted and Talented Lead.

Responsibilities of the Able Gifted and Talented Co-ordinator

- Monitoring the implementation of the agreed policy,
- Compiling and maintaining an up-to-date register of the school's 'Most Able' children.
- Coordinating provision for children on the register.
- Sharing expertise with other staff
- Organising resources to facilitate the teaching of more able children.