



Introduction

Linked Policies

This policy should be read alongside the following policies:

- Curriculum
- Educational Visits (as part of provision)
- Marking and Feedback
- Teaching and Learning

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.

In order to achieve these aims, we will ensure that **all** pupils have opportunities to develop specific skills or talents.

Definitions

There are many definitions of 'gifted and talented'. 'Excellence in Cities' (EiC) guidance suggests:

- 'Gifted' learners are those who have abilities in one or more subjects in the statutory curriculum other than art and design, music and PE;
- 'Talented' learners are those who have abilities in art and design, music, PE or performing arts such as dance and drama.

The term 'gifted and talented' is not to be understood as referring to the most able pupils in the national population. The term should be seen as relative and refers to the top 5% to 10% of any school, regardless of the ability profile of pupils at the school.

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.

We also recognise that those pupils, who are more able, gifted and talented do not always show their ability. Such pupils are more able, gifted and talented even though their abilities may be hidden or remain as potential.

Identification

More able, gifted and talented pupils are identified by making a judgement based on an analysis of various sources of information including:

- test scores (end of key stage levels; CAT scores; NVRQ scores);
- teacher nomination (based on classroom observation, discussions with pupils, work scrutiny);
- peer or self-nomination;
- parental nomination;
- predicted test/ examination results;
- reading ages.

This information is collated by the gifted and talented co-ordinator and the assessment co-ordinator and is made available to all staff. The gifted and talented register is regularly reviewed and updated. (At least once a term).

Organisational and in-class approaches

Important strategies include:

- 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 more able, gifted and talented pupils in some groups there will be pupils who have gifts and talents in all groups.
- The provision of opportunities for more able, 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.
- Children may be moved class according to their ability, e.g. moved up a class.

Out of class activities

The following are offered on a regular basis and, although these benefit all pupils, they are particularly apt for ensuring that pupils who have potential in these areas are given opportunities to practice and extend their skills.

- Enrichment days.
- Residential experiences.
- School clubs.
- Musical and sporting activities.

More Able Policy – Kelsey Primary School

Co-ordination and monitoring

The gifted and talented co-ordinator has overall responsibility for:

- ensuring that the policy is implemented
- co-ordinating the monitoring of progress
- ensuring that the professional development programme includes relevant aspects of gifted and talented provision.

This policy is reviewed on an annual basis in the summer term by the gifted and talented co-ordinator in conjunction with the named governor for gifted and talented. It will be formally reviewed by the governing body every three years, but may be reviewed earlier if the headteacher or named governor feel it appropriate e.g. in light of new legislation or a change in circumstances in school.

On-going and future developments

- As part of our development we are actively seeking to add music enrichment (e.g. Brigg music festival) and other extra-curricular activities including links with business and industry.

Notes:

- The name of the link governor for more able children can be found on the governor's page of the school website.
- The member of staff with responsibility for implementing the more able policy is the headteacher.

Policy Information:

Date adopted by the governing body:	July 2016
Policy Written by:	Magnus Smedley (Headteacher)
Policy Review Date:	July 2021

Signed:

Chair of governors: _____

Headteacher: _____