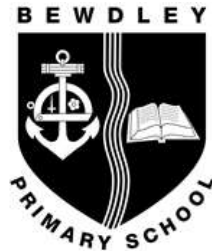


Date Reviewed: February 2021

Next Review: February 2023

Bewdley Primary School

Helping Everyone Achieve Their Best



More Able, Gifted and Talented Policy

Aims and Objectives

At Bewdley Primary School, opportunities should be freely available to all, with a curriculum that enables all children to flourish and progress. We are committed to providing an inclusive learning environment that encourages all pupils to maximise their potential. Extra challenge and support will be given to our More Able, Gifted and Talented pupils.

The aims:

- identify more able, gifted and talented pupils;
- increase awareness of the differing abilities, maturity and needs of those pupils amongst staff and parents;
- encourage pupils to achieve their full potential through setting appropriate targets and celebrating achievement;
- provide quality first teaching to ensure appropriate challenge in all areas of the curriculum;
- remove barriers to learning and provide a culture of achievement;
- widen pupils' cultural experiences by providing enrichment and extension opportunities which are relevant to their needs;
- raise awareness of equal opportunities issues e.g. ethnicity, gender and social circumstance;
- monitor and evaluate progress on a regular basis;
- offer appropriate support and intervention to these pupils;
- support the development of the More Able, Gifted and Talented programme through relevant staff training and resources;
- Ensure that all children in our school are appropriately challenged to make outstanding progress;

- To provide experiences that challenge and develop skills, knowledge and intellect of our more able, gifted and talented pupils.

Definitions

Pupils can be more able, gifted and talented. Pupils that are more able are those whose progress significantly exceeds age related expectations. Gifted pupils have ability that is significantly above average in one or more subjects in the statutory curriculum other than Art, Music and PE. Talented pupils demonstrate high ability in 'Art, Music, PE or any sport or creative art'.

Identification

The identification of the more able, gifted and talented pupils is a process in which the whole teaching and support staff participate in; as well as parents, carers and the children themselves. The process starts as soon as children enter our school and should be reviewed constantly. Before identifying any child as more able, gifted or talented in any area, we aim to ensure that, all children have had the opportunity to learn and succeed in this area. This makes the identification process fairer. The coordinator keeps a register of More Able, Gifted and Talented children but talents and abilities emerge at different times due to developmental issues, and as new opportunities arise, therefore, inclusion in the cohort is not permanent. If it is perceived by parties that inclusion is no longer beneficial, students may be moved off, either temporarily, or permanently.

Identification must also be based on ability, not on achievement. Some children can "underachieve" for a variety of reasons such as peer pressure; behaviour problems; special educational needs or reluctant learners and all staff need to be aware of this and look for "hidden talents."

A pupil is identified through teacher assessment and judgement by:

Data analysis, age standardised scores and value added measures, internal assessments and monitoring

Compilation of evidence (e.g. individual pupils' work)

Information gathered from parents or carers and colleagues.

(See Appendix One)

Provision

In class, staff will ensure that our more able, gifted and talented pupils are challenged by the use of high order questioning, development of thinking and reasoning skills and the use of these pupils as facilitators and lead learners.

Beyond the classroom, we will provide enrichment activities in necessary areas throughout the year, which will sometimes be in collaboration with outside agencies. These may include master classes, visiting speakers, school magazines, art days, clubs, visits, competitions and challenges.

Planning and Organisation

Provision made for the gifted and talented pupils will be identified on schemes of work and curriculum planning.

Parents will be informed when their child is involved in activities outside normal curriculum provision.

Roles and responsibilities

The more able, gifted and talented coordinator will be responsible for developing, monitoring and evaluating the progress of the children on the More Able, Gifted and Talented register.

Subject leaders will organise the enrichment activities for their subject area with support and guidance from the More Able, Gifted and Talented coordinator.

Senior Management Team will monitor and observe more able, gifted and talented provision in the classroom and provide resources when necessary.

Teachers will ensure that provision is provided for the challenge and development of the more able, gifted and talented pupils in their class.

The appointed link governor for more able, gifted and talented will monitor and value the schools provision and act as a critical friend.

Transition and transfer

We will seek to ensure an effective transition from Key stage 2 to Key stage 3 by

- passing on all information about the more able, gifted and talented pupils in the transferring cohort;
- Encouraging staff to visit the High School;
- Strengthening the programme of pupil visits between key stages.

Monitoring and evaluation

Progress will be checked during the assessment cycle by Key stage Leaders who will share their findings with the more able, gifted and talented coordinator. Members of the key stage who do not make the expected rate of progress will be discussed with the class teacher during termly pupil progress meetings so that appropriate support and interventions will then be put into place.

Relationship with other policies.

See SEN policy.

Appendix One: How can I distinguish the More Able child from the Gifted Learner?

More Able

Knows the answers
Is interested
Is attentive
Has good ideas
Works hard
Answers the questions
Top groups
Listens with interest
Learns with ease
6-8 repetitions for mastery
Understands ideas
Enjoys peers
Grasps the meaning
Completes assignments
Is receptive
Copies accurately
Enjoys school
Absorbs information
Technician
Good at memorising
Enjoys straightforward sequential presentation
Is alert
Is pleased with own learning

Gifted Learner

Asks the questions
Is highly curious
Is mentally and physically involved
Has wild, silly ideas
Plays around, yet tests well
Discusses in detail, elaborates
Beyond groups
Has strong feelings and opinions
Already knows
1-2 repetitions for mastery
Constructs abstractions
Prefers adults
Draws inferences
Initiates projects
Is intense
Creates a new design
Enjoys learning
Manipulates information
Inventor
Good at guessing
Thrives on complexity
Is keenly observant
Is highly critical

By Janice Szabos (challenging Program USA)