



All Saints Carshalton, Church of England Primary School

Policy for Gifted, Talented and More Able Children

(Appendix to Teaching and Learning Policy)

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Agreed by staff - Summer 2006

Reviewed - Summer 2008

Reviewed - December 2012, November 2015

Next Review - Autumn 2018

INTRODUCTION

This policy is a statement of the entitlement of children with high ability at All Saints school. It has been developed from reading and research, through staff consultation and by continuing professional development.

Staff at All Saints, believe in providing the best possible provision for pupils of all abilities. Teachers plan their teaching and learning so that each child can aspire to the highest level of personal achievement. The purpose of this policy is to help ensure that all staff recognise and support the needs of those children in our school who are gifted, talented or more able.

Provision will be made for these children within the normal class teaching, but sometimes we will provide enrichment or extension activities to promote their skills still further.

In our mission statement we declare that we value the individuality of all our children.

AIMS

Our aims are:

- To support the abilities, personal qualities and talents of all children
- To ensure that all children receive an education appropriate to their abilities
- To provide teaching which makes learning challenging and enjoyable
- To provide higher order thinking and questioning skills
- To employ a wide variety of methods to recognise potential
- To recognise under-achievement and to seek to address it
- To stimulate children through extra curricular activities and through curriculum enrichment
- To have the expectation that the curriculum for all will be extended by realising the needs of the most able
- To train staff and to provide for these aims to be achieved

IDENTIFICATION OF GIFTED, TALENTED AND MORE ABLE CHILDREN

Gifted

At All Saints, staff define gifted children as those children who are exceptionally able in one or more academic subjects and who are performing significantly above their chronological age.

Talented

At All Saints, staff define talented children as those children who have particular musical, sporting or artistic abilities or who have other skills that are not necessarily academic in nature, such as leadership skills.

More Able

At All Saints, staff define more able children as those children who are the most academically able in their class, typically working at the higher level range relating to their year group e.g. level 3 in Year 2 or level 5 in year 6.

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

- Teacher observation and assessment
- Checklists
- Background knowledge of the child and awareness of talents and other abilities
- The expertise of various subject co-ordinators in supporting the judgement of the teacher as well as the gifted, talented and more able leader and assessment leader
- Independent nomination

No one single method can be entirely accurate.

The school will seek to provide an enriched curriculum for all children. Through this it will be possible to identify the gifted, talented and more able children in each class.

ORGANISATION

Acceleration is not usually recommended because there may be social difficulties due to differences in levels of maturity. It should be possible to address the needs of gifted, talented and more able children within the appropriate year group. However, there could be times when it may be appropriate for children to work with older children, through curricular activities and through visits to secondary schools.

Judgements about what is appropriate will be made by class teachers in discussion with key stage leaders and the gifted, talented and more able leader.

CLASSWORK

- Enrichment/extension work is provided by all teachers in all classes as part of normal differentiated provision. This is shown on planning documents. Teachers plan regular enrichment activities that ensure all children are given the opportunity to use higher order thinking skills and to 'think outside the box'
- Working with others of like ability is important. This can be made possible by group work, or by the use of setting
- Differentiation should provide activities requiring higher order thinking skills
- Teachers will also ensure the development of independent learning occurs, by allowing pupils to organise their own learning, to carry out tasks unaided, evaluate their learning and become reflective learners

EXTRA CURRICULAR 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.

- Extra curricular clubs
- Musical, sporting and drama activities
- Inter-school competitions
- Enrichment days and outings linked to the curriculum
- The use of specialists e.g. teachers from secondary school, visiting artists and authors
- A broad and creative curriculum, giving children a chance to thrive

LEADING AND MONITORING

The following people can support the co-ordination and monitoring of gifted and talented children through regular observations and meetings:

- The senior leadership team - as part of the appraisal of teacher performance, being aware of children identified as gifted, talented and more able during classroom observations and by monitoring planning
- The gifted and talented and MA leader - by keeping a list, monitoring provision and ensuring staff CPD is developed as appropriate
- Class teachers - by tracking the progress of gifted, talented and more able children in their class and providing challenging activities to extend their learning; also to provide data for the G,T and MA leader and Assessment leader on request
- Subject leaders - by sharing expertise with other teachers about how to extend and enrich their subject to challenge gifted, talented and more able children
- The governor responsible for gifted, talented and more able children - by having an overview of provision within the school

REVIEW AND DEVELOPMENT

Each year the gifted, talented and more able leader will keep a list of gifted, talented and more able children in each year group. This list will be shared with the senior leadership team and the assessment leader and will be reviewed in senior leadership team meetings as appropriate.

The gifted, talented and more able leader will provide feedback to the governing body on an annual basis. Monitoring will include classroom observations of teaching and learning.

This policy will be reviewed on a rolling programme in line with other policies.

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