

Halstead CP School

# Gifted, Talented, and More Able Pupils Policy



Approved by the Strategy Team of the Governing Body

Signed:

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# Halstead Community Primary School

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# Halstead Community Primary School

## **1. Rationale**

- A key feature of our school's mission statement is that we value highly each and every individual within a culture of achievement.
- We believe that all pupils should be encouraged to achieve their maximum potential.
- We believe that special abilities or talents should be identified as early as possible and developed during the pupil's time at this school.

## **2. Our principal aims are to:**

- Provide an education which is appropriate to the abilities and needs of such pupils;
- Ensure that all staff can successfully identify more able, gifted, or talented pupils.
- Develop the pupil's thinking skills through extended and enriched learning activities;
- Develop the specific skills or talents of each child.
- Be concerned not only for pupil's academic development, but also for their social, moral, spiritual, and emotional development.
- Involve and encourage parents in meeting the needs of their able, gifted, or talented children.

## **3. Definitions**

'Gifted and Talented' is the terminology adopted by the Department for Children, Schools and Families (DCSF) to describe a range of 5% to 10% of pupils although this may vary from year to year. These young people do not form an homogeneous group. They do not all exhibit the same behaviour or characteristics, but represent a wide range of individual differences. Pupils show outstanding ability or achievement in either a limited or extensive range of areas.

DCSF definitions:

'Gifted and Talented' children are those who have one or more abilities developed to a level significantly ahead of their year group (or with the potential to develop these abilities).

'Gifted' refers to those pupils who are capable of excelling in academic subjects. Gifted children are identified by schools as those who are performing significantly above the expected level in one or more curriculum areas.

'Talented' refers to those pupils who may excel in areas requiring visual-spatial skills or practical abilities, such as art and design, music, P.E or performing arts such as dance and drama.

Pupils may also demonstrate significant abilities in other areas such as:

- creative or productive thinking
- leadership skills

- social skills

'Exceptionally able' pupils are those who excel in a range of areas. This group of pupils is likely to represent only 2% although this may vary from year to year.

'More able' pupils are those who work consistently above age-related expectations as defined in National Curriculum Programmes of Study and can apply their skills and knowledge. This group is likely to make up to 30% of the cohort although this may vary from year to year.

#### **4. Identification**

Identification will be through a balance of different approaches, and a More Able, Gifted, and Talented pupil register will be drawn up on the following examples of evidence:

- Teachers' nominations, based on relevant assessment profiles;
- Parent consultation;
- Feedback from national curriculum tests and assessments
- National Curriculum attainment progress records (e.g. pupil tracking-sheets, record cards, reading or spelling tests, and dance, music, or sports accreditation);
- Foundation Stage observation records.

#### **5. Provision**

This may involve organisational strategies, such as the following:

- **Specific budget allocations** to facilitate the work of the More Able, Gifted and Talented pupil co-ordinator, and or relevant challenge projects.
- **Expert provision:** visitors to school making a contribution to the teaching with special knowledge, skills, and understanding.
- **Specialist teaching:** recruitment and deployment of teachers who have a background of specific expertise with pupils of known ability in the subject concerned.
- **Focused teaching:** setting aside specific planned time to engage with identified individuals or groups of pupils in line with their attainment and progress.
- **Withdrawal across year groups:** a nominated group of pupils taken out of their normal classroom to work with a teacher or other adult.
- **Setting:** facilitating smaller teaching groups of pupils with similar attainment levels, including groups of higher-attainers.

#### **6. In-class approaches**

Class teaching that responds to the needs of more able, gifted, and talented pupils may involve strategies such as:

- **Challenge:** providing activities and experiences which engage interest, and stimulate thought and action at a high level;

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- **Enrichment:** adding breadth and range to a pupil's attainment and progress, through activities and experiences which consolidate and widen the pupil's knowledge, skills, and understanding.
- **Extension:** providing opportunities for pupil to increase the depth of their knowledge, skills, and understanding.
- **Specialist teaching:** providing teaching that utilises the particular skills and expertise of individual teachers.
- **Team teaching:** team-based approaches in a year group, or in the whole school, which enable the skills or enthusiasm of particular teachers to be made more widely available to more able, gifted, and talented pupils.
- **Differentiation:** modifying the learning experiences of more able, gifted, and talented pupils to promote the opportunities for them to engage primarily in higher-order thinking.

### **7. Out-of-Class activities**

Activities which may include:

- Extra-curricular clubs.
- Music or sports practice and performance, or competition opportunities.
- Special events, e.g. field trips, residential visits.
- Providing out-of-school activities within the community.
- Introduction to appropriate associations and institutions.
- Challenge projects for more able, gifted, and talented pupils.
- Visits by experts, e.g. dance groups, etc.

### **8. Roles and Responsibilities**

The school's designated **Gifted and Talented Pupil Co-ordinator** will:

- Support staff in the identification and setting-up of provision for more able, gifted, and talented pupils.
- Collate and monitor the Register of able, gifted, and talented pupils.
- Promote the school's agreed Policy and practice with regard to the teaching and learning provision for able, gifted, and talented pupils.
- Audit the quality of provision, write actions plans for school improvement, and monitor and evaluate progress with such action plans, in partnership with the school's Leadership Team and the Governing Body.

The school's **Class Teachers** will:

- Fulfil their role in the identification and nomination of more able, gifted, and talented pupils.
- Deploy the agreed professional approaches to the development of more able, gifted, and talented pupils.
- Ensure that the parents of gifted, talented, and more able pupils have ample opportunity to contribute to, and receive feedback about, the assessments of their children's progress.