

Somerford Primary School

Policy for the More Able Children **(Formerly Gifted and Talented Policy)**

Updated: November 2015

Review: November 2017

Rationale

Somerford Primary School values all children equally and endeavours to ensure that each child has the opportunity to realise his/her potential in a challenging and supportive environment.

Recently there has been a move away from the term 'Gifted and Talented' as we need to raise aspirations for those with potential to become the highest attainers. This policy is a statement of the entitlement of children who are more able and of the ways that entitlement is met.

Aims

- To foster a culture of achievement by creating a climate of learning and excellence throughout the school
- To identify able, more able and talented children and to meet their needs through appropriate provision which challenges them and enriches their learning.
- To provide a suitably differentiated and challenging curriculum.
- To provide opportunities for children to identify their own gifts and talents and for abilities to flourish.
- To promote opportunities for able, more able and talented disadvantaged learners.
- To work in partnership with parents/carers to help them promote children's learning and development.
- To make links with other schools and the wider community to enhance learning opportunities and to make more effective the transition to secondary school.

Definition

At Somerford Primary School children on the More Able List (at the time of being placed on the list) will be working above the expected national expectations for their year group.

The identification of able, more able and talented children is the responsibility of all teaching staff, but is overseen and led by the Phase Leaders. Names of children who have been identified by class teachers are recorded using the school's able, more able and talented list. The list is updated on a termly basis by the Phase Leader.

See Appendix A for definitions.

See Appendix B for schools, able, more able and talented list

Identification

Children who are working above the national expectation for their year group will be identified through:

- Summative assessments (including SATs, Optional SATs, end of year assessments).
- Teacher assessments (assessment documents, analysis of tracking from Assessment Manager).
- Peer or self nomination
- Discussions with parents
- Collation of evidence (children's work)
- Ongoing assessment using open ended and differentiated tasks.

Provision within School

Where a child is able, more able or talented in one or more areas, they will be supported with high expectations and planning within the classroom. Teachers will seek to use a variety of techniques and strategies to provide challenge and engagement which enables children to reach their full potential

See Appendix C for provision map .

Planning for the 'gifted' child

- Planning a differentiated curriculum with a balance of whole class, group and individual teaching
- Restructuring class organisation or pupil grouping, e.g. setting
- Setting differentiated homework
- Differentiation through pace, task, dialogue, support, outcome, resource, content and/or responsibility
- Planning a variety of extension and enrichment activities

Monitoring of Achievement

The achievement of able, more able and talented children is monitored by the Phase Leader through a programme of:

- Analysis of progress and attainment data from Assessment Manager
- Learning walks
- Planning scrutiny particularly English and Maths
- Interviews with pupils
- Half termly RAG reviews

Each pupil is further monitored by his or her class teacher who sets regular challenging pupil targets and monitors the achievement of those targets. It is expected that children who are able, gifted and talented would demonstrate 'mastery ' in their areas of strength.

Appendix A

Definitions

Able

Able learners are achieving or have the potential to achieve above their peer groups in one or more core subjects in the school curriculum other than art and design, music and PE.

More able

More able learners are children significantly achieving above national expectation in one or more core subjects in the school curriculum (ie maths, English and science) as well as showing developed learning behaviours.

Talented pupils

Talented learners are children who have abilities in art, design and technology, PE, computing , creative thinking or performing arts.

Mastery

Definition to be inserted following clearer guidance from DFE

Appendix C

Provision map (please highlight and date each half term)

Area of Learning:

Name of child/ group of children :

Wave 1 within the classroom – Quality First Teaching	Wave 2 – able pupils	Wave 3 – more able pupils /talented pupils
<ul style="list-style-type: none"> • AfL • Differentiation • Range of question styles • Variety of level of support • High quality resources • Focus group work • Use of success criteria • Targets • Self assessment • Peer assessment • Opportunities to apply learning • Real life contexts • Rich maths tasks • Use of ICT • Share writing • Guided writing • Clear hook, audience and outcome for the learning • Opportunities of choice within task • Opportunities to take on post of responsibility • Trips/ visitors 	<ul style="list-style-type: none"> • Cut away learning during inputs • Time for self initiated learning • Challenge activities • Spot patterns in maths and science • Open ended and challenging questions • Children teaching specific skills • Children from different classes working together <p>Pupils within the ability group may be offered</p> <ul style="list-style-type: none"> • Enrichment opportunities beyond the curriculum (e.g. workshops) 	<ul style="list-style-type: none"> • Linked learning with KS2/ KS3 • Specialist teaching • Sport fixtures • Music concerts • Trips to areas of interest • Leading events • One to one teaching/ coaching • Plan own learning within a topic • Lead workshops • Write pieces for the newsletter • Information provided for parents