

Roseberry Primary School

R P S



Policy for More Able and Talented

Approved by the Governing Body:	May 2016
Interim Review:	January 2018
Review Date:	January 2020
Head teacher:	Maggie Fearnley

Roseberry Primary School More Able and Talented

Rationale

At Roseberry Primary School we believe that all pupils should be treated as individuals and have their individual needs catered for. We ensure that all teaching and learning enables each child to reach the highest level of personal achievement.

In accordance with Article 13 (Children have the right to find out things and share what they think with others unless it harms or offends other), Article 28 (Children have the right to a good quality education and achieve the highest level they can) and Article 29 (Children's education should help them to use and develop their talents and abilities) the aim of this policy is to ensure that all children achieve the highest standards possible across the curriculum and benefit from a broad, rich and personalised curriculum.

This policy is a statement of the entitlement of children with high ability and/or talent at this school. It reflects the expertise of staff within the school as well as the commitment of the school to support the able and/or talented child.

Aims

- To ensure that children who are gifted or talented are identified early in their school life at Roseberry Primary School
- 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 engaging and which develops higher order thinking and questioning skills
- To employ a wide variety of methods for recognition of potential
- To recognise under achievement and seek to remove it
- To provide opportunities for pupils to extend their learning beyond the classroom
- To provide an accurate recording system of those children identified as gifted or talented.

Definition

At Roseberry the terms 'more able', 'gifted' and 'talented' are used.

'Gifted', 'more able' and 'talented' learners are distinguished as follows:

'More able' are pupils who demonstrate a very high range of achievement across areas of the curriculum.

'Gifted' are pupils who demonstrate a very high range of achievement and consistently exceed national expectation.

Gifted learners have abilities in one or more subjects in the statutory school curriculum

'Talented' are children who have a high level of skill in a particular curriculum area, such as sports or the creative arts.

On the schools More Able and Talented register children are defined as gifted and talented in the following areas:

A = Intellectual (aspects of English, Maths, Science)

B = Artistic and creative (aspects of art & design, music, drama)

C = Practical (aspects of D&T, mechanical ingenuity)

D = Physical (PE, sports, dance)

E = Social (personal & interpersonal, leadership qualities, working with adults)

F = A child who could be recognised as Gifted or talented but presently not reaching his/her potential

Identification

In order to ensure clarity and equity in the identification process, a formal identification process has been established. This occurs each academic year and leads to the recording of the pupils identified as gifted, talented and more able. Since relative ability changes over time, learners should move on and off the register when appropriate. This process is the responsibility of all staff and is overseen by the SEN team.

Children are continually assessed throughout the year using the following identification strategies;

- Teacher observation
- Teacher assessment
- Statutory/ optional SAT tests and ongoing summative assessments.
- Salford reading test
- Work scrutiny
- Consultation with parents
- Consultation with pupils
- Involvement of relevant outside agencies
- Use of attribute checklists
- Use of prior knowledge/background

No one single method can be entirely accurate. Identification of a child should focus the teacher's attention on what extra needs the pupil has and how these may be met. In addition, talented children may be identified through specialised coaches; after school clubs; holiday schemes.

The school provides an enriched curriculum for all children, through which it will be possible to identify the most able.

Classroom Provision

It is the responsibility of each class teacher to meet the individual needs of every pupil within their class. To do so fully, the special needs of a gifted & talented child need to be considered when planning learning activities. At Roseberry provision for gifted and talented pupils does not mean merely additional work or extra activities but an appropriate level of challenge within each lesson.

MAT pupils are offered opportunities to

- occasionally work with older pupils matching their ability.
- Develop independent learning skills, where they are allowed to organise their own work, to carry out tasks unaided, evaluate their own work and become self critical.
- Work in withdrawal groups (this should be done sensitively)
- Participate in workshops at other schools/ in the LA when possible.
- Be extended and challenged through enrichment activities and after school clubs.

Classrooms are organised so that there is

- ability groupings so that gifted and talented children are given the opportunity to be challenged with their peers when appropriate. However, working with children of mixed ability is also recognised as valuable and essential.
- An effective learning environment embracing ICT and the use of specific resources to support G&T children.
- A positive ethos and a championing of success.
- Enrichment/extension work provided as part of normal differentiated provision.
- Differentiation that provides activities requiring higher order thinking skills. The role of the teacher is vital in challenging the thinking of the gifted child and making learning creative and enjoyable.

Continuity and Progression

The gifted and talented register ensures that all staff are aware of more able and talented pupils, thus ensuring that their intellectual, emotional and social needs are met as they progress through school.

The school tracking system monitors the achievement of more able and talented children in the core curriculum areas. Children are clearly identified on trackers and are discussed as part of ongoing pupil progress meetings.

To ensure effective continuity and progression school ensures that;

- Staff liaises at Handover meetings.
- School liaises at Y6 transition times.

- School liaises with parents of children on the Register via annual reports, parent meetings etc.
- Parents and teachers will work together for the needs of the gifted and talented child.

Equal Opportunities

All children regardless of their race, sex, religion, religious belief or ability will be given equal opportunities to develop their knowledge and understanding in all curriculum areas. When selecting teaching material, a range of perspectives and viewpoints are represented, including those of men and women of different racial, national or religious groups. Care is taken that societies are not just represented from the British perspective but also from their own. The importance of the pupil's own cultural background is recognised as a resource.

Monitoring, Assessment and Evaluation

- The school reviews the register on an annual basis within each year group, through discussions with new class teachers.
- Underachieving children are identified from the register and actions put into place to address the issue. Progress is carefully monitored through Pupil Progress meetings.
- The SEN team uses the provision map to ensure the needs of the gifted, talented and more able pupils are being met.
- The class teacher monitors the progress of each pupil in his/her class, but in addition the SEN team monitors the progress of pupils on the MAT register in comparison with that of the main cohort of pupils.
- Progress of the children is monitored by the SEN team through work sampling, classroom observations, discussions with children and analysis of assessment data.

Roseberry Primary School

Identification of More able, Gifted and Talented pupils

Adapted from D.George Gifted education- identification and provision 1995 and Joan Single, Carlton Board of Education, Ontario, Canada.

Pupils name:		DOB:	Age:	Date:
characteristics	Poor	Average	Good	Exceptional
Ease of learning				
Originality/imagination/ Creativity				
general knowledge				
Persistence/ resourcefulness				
common sense				
Inquisitiveness				
knowledge in unusual areas				
Artistic/ musical ability				
vocabulary				
Motivation (when engaged)				
Independent work				
Logic/ reasoning				
Flexible, open, quick thinking				
Versatility				
problem solving skills				
sensitivity and empathy				
Social adeptness/sense of humour				
Memory				
Leadership qualities				
Observational skills				
Identified area of ability (please highlight)	A = Intellectual (English, Maths, Science) B = Artistic and creative (art & design, music,drama) C = Practical (aspects of D&T, mechanical ingenuity) D = Physical (PE, sports, dance) E = Social (personal & interpersonal, leadership qualities, working with adults) F = could be recognised G&T but not presently reaching his/her potential			
More able Gifted Talented				
Evidence	<ul style="list-style-type: none"> • Teacher observation • Teacher assessment • Statutory/ optional SAT tests and ongoing summative assessments. • Salford reading test • Work scrutiny • Consultation with parents • Consultation with pupils • Involvement of relevant outside agencies • Use of prior knowledge/background 			
Provision – please outline the provision that will be made for the child in the classroom. Date: Teacher:				

