



Policy for More able, Gifted and Talented Pupils

JE – January 2018

1. RATIONALE

At Carbeile Junior School, it is our intention to provide the opportunity for all pupils to achieve their potential in whichever direction that may lie. All children have abilities, personal qualities and talents, which parents and teachers seek to identify, nurture and develop.

Therefore, by providing a broad, balanced and challenging curriculum delivered in a wide variety of teaching and learning situations, we have the potential to identify and foster gifts and talents in our pupils.

2. DEFINITION

Children are defined as gifted and talented in areas of;

- general intellectual ability – performing significantly above the level of their peers
- specific aptitude in one or more subjects
- creative and performing arts
- sport

In our school, the terms more able and gifted are used to refer to children who have abilities significantly beyond their peers in one or more core areas. This means that they will be consistently working at greater depth. The term **talented** is used to refer to children who have exceptional aptitude in creative or performing arts or outstanding abilities in sport.

3. AIMS

Our aim is to provide for gifted and talented pupils by;

- Identifying strengths by compiling a More able, Gifted and Talented Register
- identifying the educational, social and emotional needs of pupils with high ability and seek strategies that will enable them to fulfil their potential
- supporting the abilities, personal qualities and talents of children defined as able, gifted and/ or talented
- ensuring that gifted and talented children receive an appropriate education through providing teaching which makes learning challenging and enjoyable, using higher order thinking and questioning skills
- identifying under-achieving gifted and talented pupils and seek to provide appropriate challenge
- using a range of learning strategies that cater for all learning styles
- stimulating children through extracurricular activities and curriculum enrichment
- signposting parents to stimulating extra-curricular activities and events organised by outside agencies
- appropriately using the additional funding received by More able gifted & talented Pupil Premium children to extend their development.

4. RECOGNITION

Teaching staff will be able to **nominate** individual children who demonstrate performance that qualifies them to be described as more able gifted or talented. Teacher nomination will be based on **assessment** via:

- Test results
- Teacher assessment
- Observed performance during particular activities (art, music, sport etc.)

If appropriate, evidence from out of school and parents may be considered and lead to a nomination. This assessment could be based on:

- Evidence from out of school activity or group leader/teacher
- Information from parent

5. IDENTIFICATION CHECKLIST

Gifted and talented pupils are a diverse group and their range of attainment will be varied. However, they may present in the following ways

- think quickly and accurately
- work systematically
- generate creative working solutions
- work flexibly, processing unfamiliar information and applying knowledge
- experience and insight to unfamiliar situations
- communicate their thoughts and ideas well
- be determined, diligent and interested in uncovering patterns
- achieve, or show potential, in a wide range of contexts
- be particularly creative
- show great sensitivity or empathy
- demonstrate particular physical dexterity or skill
- make sound judgements
- be outstanding leaders or team members
- be fascinated by, or passionate about, a particular subject or aspect of the curriculum
- demonstrate high levels of attainment across a range of subjects or within a particular subject or aspects of work

6. CURRICULUM ENRICHMENT

Enrichment/extension work is provided by teachers in classes as part of normal provision. This is shown on planning documents. Working with others of like ability is important and this can be made possible by group work in specific subject areas. A broad, creative curriculum will enhance the learning of all pupils and develop higher order thinking skills.

Further enrichment opportunities include;

- club activities –music, choir, sports, gardening etc
- the use of specialists e.g. teachers from secondary schools, visiting artists, sports experts and authors
- opportunity within lessons to assist in coaching/teaching
- a broad and balanced curriculum
- celebration of success through sharing of outstanding results with peer group, in whole school assembly and in displaying work.

- Opportunities to show case achievements to parents.

7. CO-ORDINATING AND MONITORING

The following people can support provision through regular reviews:

- Class Teachers
- Gifted and Talented Coordinator
- Leadership Team
- Subject Leaders

The provision for able, gifted and talented children will be monitored by the use of;

- pupil tracking
- scrutiny of planning showing challenge for high attaining pupils
- scrutiny of written work
- discussion with staff and pupils
- observations

8. REVIEW AND DEVELOPMENT

Each year, the school will draw up a register of the gifted and talented children in each year group. The Gifted & Talented Coordinator will keep this list under review in conjunction with class teachers. These children will be entered on the School Census (PLASC).

9. PARTNERSHIP WITH PARENTS

Parents and teachers will work together for the needs of the gifted and talented child.

10. TRANSITION

KS1, KS2 and KS3 links.
KS1, KS2 and KS3 transfer of information.

11. POLICY REVIEW

A full review of this policy will be carried out every three years unless a specific need requires earlier revision. These documents will be stored as a paper document and electronically by the Clerk. All policies are uploaded to the staff shared area.

Next Review: January 2020

Headteacher: Mr P Hamlyn

Coordinator: Mrs J Evans

Date: 04/01/2018