



## ***Theale C of E Primary School***

### **Gifted, talented and able pupils policy**

At Theale CE Primary School the children come first. They are central to every decision made in school. We will ensure that our children are happy and successful. They will grow to be ambitious and resilient and their talents will be nurtured so they become highly skilled. Our children will be courageous and always behave with integrity.

“And you shall love the LORD your God with all your heart, with all your soul, with all your mind, and with all your strength.’ This *is* the first commandment. And the second, like *it, is* this: ‘You shall love your neighbour as yourself.’ There is no other commandment greater than these.” *Mark 12: v 30-31*

“I have come that they may have life and that they may have it more abundantly.”  
*John 10:10*

<b>Published on public website</b>	Yes
<b>Links to related policies and procedures</b>	teaching and learning, behaviour, SEN
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<b>Approved by</b>	Headteacher
<b>Date approved</b>	Summer 2023
<b>Date of next review</b>	Summer 2028
<b>Responsibility for next review</b>	A, G + T Coordinator

## Our Policy

In our school we aim to provide a curriculum that is appropriate to the needs and abilities of all our children. We plan our teaching and learning in such a way that we enable each child to reach for the highest level of personal achievement. This policy helps to ensure that we recognise and support the needs of those children in our school who have been identified as 'gifted' and 'talented' according to national guidelines.

Through this policy we aim to:

- ensure that we recognise and support the needs of our children,
- enable children to develop to their full potential,
- offer children opportunities to generate their own learning,
- ensure that we challenge and extend the children through the work that we set them,
- encourage children to think and work independently.

## 1 Supporting Information

### 1.1 Definitions

The term '**able**' refers to children whose attainment in academic subjects is **above average** for their year group, or is potentially so. Typically these pupils operate at one sub-level above their school cohort.

'**Gifted**' refers to children whose attainment in academic subjects is **markedly above average** for their year group, or is potentially so. This may be in one intelligence domain or more in English, Maths, Science, History and Geography. Typically these pupils operate at two sub-levels or more above the school cohort. Those children who are gifted often have very well-developed learning skills.

The term '**talented**' refers to children who demonstrate skill, ingenuity, creativity or ways of thinking that are **markedly advanced** for their year group within the school. This may be in one intelligence domain or more in arts subjects, e.g. music, art, design, ICT, DT, PE, PSHE and MFL. It may also include leadership or entrepreneurial skills. Typically these pupils operate at two levels above the school cohort.

'**Exceptionally Gifted or Talented Pupils**' may well be several years ahead. Pupils in this category could be **three levels or more above** national expectations. These pupils are within the top 2% nationally.

About 10 per cent of our children are 'more able', with a strength in one area or a range of areas. The top 2 per cent of our children are 'very able', i.e. outstanding in one area or a range of areas.

We respect the right of all children in our school, irrespective of differences in ability, to access a number of areas of learning, and to develop the knowledge, skills, understanding and attitudes that are necessary for their self-fulfilment and eventual development into active and responsible adults.

### 1.2 Identification of more able and very able children

We use a range of strategies to identify more able and very able children. The identification process is ongoing and begins when the child joins our school. Each child's pre-school record gives details of their achievements and interests in particular areas. Discussions with parents and carers enable us to add further details to these records.

As the children progress through the school, we test them regularly to ensure that they are making the sort of progress that we are expecting of them in their personal targets. We identify them as more able and very able children when they achieve high levels of attainment across the curriculum, or in particular skills or aspects of subjects. These pupils are recorded on A,G & T register.

The children undertake national tests in Year 2 and Year 6, plus the optional national tests in Years 3, 4 and 5. Teachers also make regular assessments of each child's progress in all subjects of the National Curriculum. We compare the information from these tests with a range of national and LEA data, in order to ensure that each child is making appropriate progress.

Teachers discuss the children's progress with parents at parent consultation evenings, and report annually on each child's progress in July.

### **1.3 Aptitudes in English and mathematics**

More able and very able children in English can often be identified when they:

- demonstrate high levels of fluency and originality in their conversation,
- use research skills effectively to synthesise information,
- enjoy reading and respond to a range of texts at an advanced level,
- use a wide vocabulary and enjoy working with words,
- see issues from a range of perspectives,
- possess a creative and productive mind and use advanced skills when engaged in discussion.

More able and very able children in mathematics can often be identified when they:

- explore a range of strategies for solving a problem,
- are naturally curious when working with numbers and investigating problems,
- see solutions quickly without needing to try a range of options,
- look beyond the question in order to hypothesise and explain,
- work flexibly and establish their own strategies,
- enjoy manipulating numbers in a variety of ways.

### **1.4 Teaching and learning style**

Teachers in our school plan carefully to meet the learning needs of all our children. We give all children the opportunity to show what they know, understand and can do, and we achieve this in a variety of ways when planning for children's learning by providing:

- a common activity that allows the children to respond at their own level,
- an enrichment activity that broadens a child's learning in a particular skill or knowledge area,

- an individual activity within a common theme that reflects a greater depth of understanding and higher level of attainment,
- the opportunity for children to progress through their work at their own rate of learning.

Children meet a variety of organisational strategies as they move through the school. Each strategy supports all children in their learning, but gives due regard to the more able and very able learner.

Across the school we set individualised targets for pupils. This enables us to set realistic but challenging targets for able, gifted and talented pupils.

We offer a range of extra-curricular activities for our children. These activities offer all pupils the opportunity to further extend their learning in a range of activities. Extra-curricular activities often attract able, gifted and talented pupils

Learning is also enriched through regular homework activities linked to the work being undertaken in classes. This offers teachers a further opportunity to set work at the level of individual children.

The children will also have the opportunity to experience a range of educational visits that further enrich and develop pupils' learning.

## **1.5 Management strategies**

One teacher co-ordinates the provision and practice within the school for able, gifted and talented children. The co-ordinator's role includes:

- ensuring that the able, gifted and talented pupil register is up to date,
- monitoring teachers' planning to ensure that suitable tasks and activities are being undertaken by able, gifted and talented children across all curriculum areas,
- regularly reviewing the teaching arrangements for able, gifted and talented pupils,
- monitoring the progress of able, gifted and talented children through termly discussions with teachers,
- supporting staff in the identification of able, gifted and talented children,
- providing advice and support to staff on teaching and learning strategies for able, gifted and talented children,
- liaising with parents, governors and lea officers on issues related to able, gifted and talented children.

The co-ordinator for our policy on more able and very able children monitors this policy on a regular basis and gives feedback to the governing body.

The co-ordinator collects samples of work from more able and very able children, in order to demonstrate the standards that they are achieving. We use these examples to inform the process of identification of more able and very able children