



Gifted, Talented & More Able Policy

Date Policy Reviewed	Policy Reviewed By	Reason/Outcome	Next Review Due
July 2011	Verity White	Review	Summer 2013
March 2014	Amanda Tierney	Minor Revisions	Summer 2016
May 2016	Tom Le Tissier	Review	Summer 2018
Autumn 2016	Ian Thomas	Change of Policy Name	Summer 2018

This policy sets out to support all the aims of the School by ensuring that all pupils are properly cared for in a warm and caring environment and in a position to access the education that the School aims to provide.

Mission Statement

‘Duncombe School will educate the whole child, fostering the individual's highest academic, creative, social and recreational standards within a happy, caring and stimulating environment.’

Mission Statement – Treetops

‘Our primary purpose is to support children and parents through the early years of education. Treetops offers a carefully managed induction programme to School life and subsequently a broad and challenging education within a caring and secure family environment.’

School Aims and Philosophy

- To educate the whole person (academic, spiritual, moral), promoting respect for Christian values but recognising and respecting beliefs, needs and achievements of others in our multi-cultural society.
- To provide a structured and happy environment where each member of the community is valued and secure and where there is a commitment to encouraging individual development.
- To promote high standards in all areas of life.
- To encourage self discipline, self motivation and self respect through promoting competition against self and objective standards rather than each other.
- To provide each child with a broad and balanced curriculum that encourages children to realise their full capabilities.
- To foster a lively and varied learning environment adopting teaching styles relevant to each child's learning.

1 Introduction

- 1.1 DFE and Ofsted define more able pupils as those with academic ability which ‘places them significantly above average for their year group’. Talented pupils are defined as those with practical abilities ‘significantly above average’ in art, music, dance or sport.

Our application for the NACE challenge award has helped shape our Gifted Talented and More Able provision. The DfE and Ofsted define the more able in terms of those whose progress significantly exceeds age related expectations. However NACE looks beyond actual progress to include those who may be underachieving or whose skills and knowledge may extend beyond the school's measures of progress and curriculum. Exceptionally able pupils are those who have the capacity to achieve or perform at the very highest levels.

- 1.2 The school acknowledges that exceptional ability may be subject specific, more general or in a particular skill area. Areas of ability can be usefully grouped thus:
- Linguistic – reading, writing, speaking, listening, factual recall;
 - Mathematical – number manipulation, logical and sequential processes;
 - Naturalist – hierarchical ordering, awareness of natural world;
 - Visual & spatial – observation, artistic representation;
 - Musical – musical appreciation, singing, instrumental;
 - Physical – fine & gross motor skills, sports, creativity;
 - Social – relationships, leadership;
 - Personal – self-awareness, emotional intelligence.
- 1.3 We believe in providing the best possible provision for pupils of all abilities. We plan our teaching and learning so that each child can aspire to the highest level of personal achievement. The purpose of this policy is to help to ensure that we recognise and support the needs of those children in our School who have been identified 'Gifted, Talented and More Able' according to national guidelines.
- 1.5 Provision will be made for children within the normal class teaching for enrichment or extension activities to promote their skills and talents still further. The use of streaming Literacy and Numeracy classes from Y2 – Y6 ensures that children's academic needs are being effectively targeted. Higher level questioning is used to extend children's thinking and therefore learning.
- 1.6 While we recognise and cater for these particular categories of children in our School, at the same time, we respect the right of all children, irrespective of differences in ability, to access various areas of learning, both for their self-fulfilment, and for their eventual development into active and responsible adults. In our mission statement, we declare accordingly that we value the individuality of all our children.

2 Aims and objectives

- 2.1 Our aims are to:
- ensure that we recognise and support the needs of all 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.

3 Identification of very able children

- 3.1 Given that there is no perfect single instrument to identify More able and Talented students, very able students will be identified by making a judgement based on an analysis of various sources of information including:
- KS1/KS2 SAT scores and GL Assessment predictive and progress based assessments
 - Teacher nomination (based on classroom observation, discussions with pupils, work scrutiny)
 - Specialist teacher recommendation (Art, Music, Sports)
 - This is all compiled into a Gifted, Talented and More Able register which is continuously monitored and cross-checked with new data as it arrives

This identification process is ongoing, and begins when the child joins our School. Each child's pre-School record gives details of achievements and interests in particular areas. Discussions with parents and carers enable us to add further details to these records.

- 3.2 Children undergo baseline assessment within the first half-term of joining our reception class. This gives information about their developing skills and aptitudes across several areas of learning. We discuss each child's Foundation Stage profile with the parent, and use this information when planning for individual needs.
- 3.3 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.
- 3.4 The children undertake national tests in Year 2 and Year 6. All children take the Progress Tests in English and Maths. 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 LA data, in order to ensure that each child is making appropriate progress and highlight children who are making above expected progress.
- 3.5 Teachers discuss the children's progress with parents at the termly consultation evenings and school reports in February and July.

4 Characteristics of Work –of Gifted, Talented and More Able pupils

The work of very able children shows that they can;

4.1 English – Years 1 & 2

- Write independently and fluently to tell stories, explain procedures, describe objects and explore ideas;
- Make creative connections between reading and writing, drawing on the language patterns and organisational structures of other texts they write;
- Read fluently and accurately, showing independence and enthusiasm in choosing challenging books, making comparisons between texts and drawing conclusions about the ways in which particular authors work;
- Find evidence in the text to support their views and use dictionaries, glossaries and contents pages purposefully, to track down more information;
- Spell a wide range of words correctly and punctuate their work accurately using full stops, capital letters, speech marks and some commas;
- Use different styles of handwriting or ICT to present work legibly and attractively.

4.2 English – Years 3 & 4

- Write crafted pieces which develop an original or unusual point of view;
- Transform texts from one genre to another, showing that they can understand and exploit the conventions of each
- Respond creatively and critically to what they read, developing understanding of the effects of language and structure;
- Read extensively and voraciously, including books and materials written for older readers, consolidating their appreciation of favourite writers;
- Experiment with basic punctuation and layout to achieve specific impact or emphasis in what they write.

4.3 English – Years 5 & 6

- Write creatively with maturity and stamina;

- Write in a variety of forms, making well-judged adaptations for purpose and reader;
- Write in ways which develop their material and engage the reader through manipulation of sentence structure and punctuation;
- Show critical understanding of texts they read, their structure, language and meanings, and write formal reviews, pastiches and commentaries, developing their responses to the texts.
- Tackle difficult texts and undertake personal reading with independence and enthusiasm, synthesising what they have learned in concise and balanced accounts.

4.4 Mathematics – Years 1 - 6

- Grasp mathematical ideas quickly;
- Calculate fluently and make reasonable estimates;
- Make conjectures and check their validity;
- Make generalisations and communicate them in words or symbols;
- Think flexibly, choosing and using appropriate mathematical operations to solve problems;
- Make connections between aspects of mathematics;
- Use reasoning and develop logical arguments;
- Work accurately and systematically;
- Communicate mathematical ideas clearly, both orally and in writing;

4.5 Mathematics – Years 4 - 6

- Use combinations of mathematical operations to solve increasingly complex problems;
- Begin to appreciate the idea of mathematical argument and proof;
- Use a wider range of symbols and notation to represent and analyse mathematical situations;
- Analyse characteristics of shapes and begin to develop arguments about geometric relationships;
- Formulate questions that can be addressed with data; collect, organise and interpret relevant data to answer them.

5 Teaching and learning

5.1 Our teachers 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, such as by providing:

- a common activity that allows the children to respond at their own levels;
- 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.

5.2 In planning literacy and numeracy work for more able and talented children, the following strategies will also be considered:

- **Breadth** – increasing the breadth of lessons by clustering objectives together. Gifted, Talented and More Able children are likely to be able to work at more complex tasks which combine objectives. Alternatively, applying objectives in different contexts increases the breadth of lessons. Children's grasp of objectives can be increased by asking them to use or apply their understanding in less familiar contexts.
- **Depth** – this may be achieved by making an objective more demanding. The work through which an objective is taught may have greater complexity or abstraction to challenge able children.
- **Independence** – increasing the level of challenge by encouraging children to work independently, including setting their own tasks, working with minimal support and extending ideas on their own.
- **Reflection** – making understanding explicit, reflecting on and evaluating what has been achieved.

- **Peer and Self Assessment** – pupils take more ownership over their learning and their future needs by taking an active role in measuring their success against clearly defined success criteria.

5.3 Children are familiarised with a variety of organisational strategies as they move through the School. These strategies can be used by all children, but give due scope to very able pupils.

5.4 All children are set individual academic targets for English and mathematics, so they are aware of their next step in development of learning. These targets reflect the national curriculum levels and encourage all children to have ownership of their progress and accountability of their improvement.

5.5 We offer a range of extra-curricular activities for our children. These activities offer higher achievers the opportunity to further extend their learning in a range of activities. Opportunities include a range of creative arts, sporting and musical clubs.

5.6 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.

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

6 Management strategies

6.1 The Gifted, Talented and More Able leader coordinates, with the Director of Learning, the provision and practice within the School for more able and talented children. This role includes:

- running a register keeping it up to date;
- monitoring teachers' planning to ensure that suitable tasks and activities are being undertaken across all curriculum areas by the higher achievers;
- regularly reviewing the teaching arrangements for these particular children;
- monitoring their progress through termly discussions with teachers;
- supporting staff in the identification of these children;
- providing advice and support to staff on teaching and learning strategies;
- liaising with parents, governors and LA officers on related issues;
- Using the NACE provided observations template to give feedback and monitor provision

7 Monitoring and review

7.1 The Leader of Gifted, Talented and More Able and Director of Learning monitor the School's provision for more able and talented pupils.

7.2 The Director of Learning provides feedback to the governing body on an annual basis. The monitoring includes feedback from parents and children, as well as regular classroom observations of teaching and learning, and termly evaluations of children's written work.

7.3 The Director of Learning collects samples of work from the higher achievers, in order to demonstrate the standards that they are achieving. We use these examples to inform the process of identifying more able and talented children.

7.4 This policy will be reviewed every two years, or earlier if necessary.

8 Other Associated Policies & Procedures

8.1

- Accessibility Plan
- Antibullying Policy

- Bring Your Own Device Policy
- Curriculum Policy
- Curriculum Volunteer Guidance & Agreement
- E-Safety Policy
- Equality & Diversity Policy
- Very able Pupil Policy
- Homework Policy
- Learning Outside the Classroom – Trips & Visits
- Library Policy
- Literacy Policy
- Marking & Feedback Policy
- Mathematics Policy
- Safeguarding Policy inc. Child Protection
- School Behaviour Policy inc. Reward & Sanctions
- Special Educational Needs Policy
- Teaching & Learning Policy

SAFEGUARDING STATEMENT

Duncombe School is committed to maintaining a safe and secure environment for all pupils and a culture of vigilance' to safeguard and protect all in its care, and to all aspects of its 'Safeguarding Policy'