



## **More Able and Talented Policy**

We aim to provide a curriculum appropriate to the needs and abilities of all our pupils thus enabling them to reach the highest level of personal achievement. In doing this we aim to recognise and support the needs of children who have been identified as gifted or talented in accordance with the following guidelines:

- 'more able' pupils as those who have significant abilities in one or more subjects in the school curriculum other than Art and Design, music and PE.
- 'talented' pupils as those who have significant abilities in Art and Design, music, PE, or in sports or performing arts such as dance and drama.

We aim to ensure that all children including those who have been recognised as more able and talented need to be given opportunities to follow a curriculum that offers opportunities to develop their talents. They need to be able to work on tasks of greater complexity and abstraction and with a greater degree of independence.

### **Aims**

- To ensure that more able and talented children are identified accurately and that provision is made for them.
- To enable more able and talented children to achieve their potential by removing barriers to learning.
- To offer more able and talented children opportunities to generate their own learning and to develop their own independent learning skills by providing a challenging curriculum.
- To monitor the progress of more able and talented children and liaise with parents/other agencies on the child's achievements.

### **Identification**

For the purposes of our identification, gifted learners and more able pupils are described as 'working at greater depth'.

More able and talented pupils are a diverse group and their range of attainment will be varied. Therefore, a range of strategies will be used to identify them. A child's particular gifts and talents may be identified through:

- Observation of pupil's approach to routine work in class and activities outside the classroom.
- Observing the pupil systematically in a range of learning contexts and identifying those who demonstrate social or leadership skills, an aptitude for problem solving or acute listening skills.
- Observing pupils responses to their work and talking with them about what they like, dislike and what enables them to learn best.
- Tracking pupils.
- Observing their ability to take the initiative or adapt to different circumstances.
- Monitoring performance in the NC using teacher assessments and other measures including standardised tests.
- Judging their attainment and progress against age expected objectives and similar pupils.

## **Provision and Progression**

We aim to develop a stimulating learning environment that allows all pupils, including those who are gifted and talented to apply their skills and understanding and develop their knowledge within a secure and flexible learning environment. Learning takes account of all preferred learning styles, and where possible, is personalized so that any potential barriers to learning are removed. Opportunities are provided for practical, creative and investigative work both individually and in groups and for linking different curriculum areas and ICT. Planning should demonstrate that account has been taken of the most able learners, and that independent learning and thinking is a priority.

Extra-curricular activities are provided by the school to extend the opportunities for children. Opportunities are also provided for children who demonstrate particular leadership skills or capacity for creative thought.

Provision has been made for staff induction, training and development on issues relating to teaching gifted and talented pupils within school.

## **Monitoring and Assessment**

The progress of more able and talented children is tracked, assessed and monitored termly through;

- teacher assessment- written and verbal
- SAT results (KS1, KS2 and optional)
- NC and other standardised tests
- Teacher/SLT pupil progress meetings
- appropriate planning to extend the curriculum
- appropriate record keeping/ liaison with other staff
- monitoring and support from subject managers
- pupil tracking
- liaison with parents/other agencies
- Identification of children working at greater depth in a particular subject.

## **Resources**

The school provides suitable resources with which to extend the curriculum for those children identified as more able or talented. These may be accessed from other year groups/key stages or may be acquired from outside agencies.

## **Equal Opportunities**

This policy relates to all children within the school regardless of race, disability, gender, age or religious persuasion in line with the school's Equal Opportunities policy.

## **Policy Review**

This policy will be reviewed annually.