



Bell Farm Primary School

Policy for the inclusion of More Able, Gifted and Talented children

The School Aims to provide high expectations for all individual pupils and groups of pupils. Our More Able, Gifted and Talented pupils are provided with a range of learning and teaching opportunities to further increase and enrich their special skills and talents so that their full potential can be achieved.

Policy rationale and aims

At Bell Farm, we recognise and encourage the individual interests, talents and abilities of every child.

The aim of this policy is to ensure that we:

- identify pupils who are achieving or have the potential to achieve significantly in advance of the average for their year group
- provide for the learning needs of those children who may be identified as more able, gifted and talented
- prepare these pupils for the opportunities, responsibilities and experiences of life

This policy should be read in conjunction with the following documents: Teaching and Learning policy, and curriculum subject policies

Children have access to a wide and balanced curriculum which motivates and challenges them to fulfil their individual potential. All children are sufficiently challenged in the classroom and can further develop their individual talents and skills through a wide range of extra curricular activities. Success is achieved in close partnership with pupils, parents, carers and other members of the community. Various groups of children across the school demonstrate the characteristics of being more able, gifted or talented. Provision for these pupils will be embedded both within lessons and as part of enrichment activities.

Definitions

We use the terminology 'more able, gifted and talented' to adopt the DfE definition. This is in line with the current provision undertaken in secondary schools. We accept the following recommendations:

The gifted and talented cohort typically comprises 5 – 10 % of pupils in each year group.

The pupils identified in the cohort will be achieving, or **have the potential to achieve**, significantly in advance of the average for the year group in their school.

Pupils can be identified as:

- being '**all-rounders**',
- having **academic ability** (defined as ability in one or more subjects in the statutory school curriculum other than art, music or PE),
- being **talented** (defined as those with ability in art, music, PE or in any sport or creative art).

Pupils with talent can constitute up to one third of the total cohort.

Our identification strategy will ensure that pupils are identified who have the potential to achieve, but are not regularly demonstrating high achievement.

Pupils with English as an additional language (EAL) and pupils with disabilities and or special educational needs (SEN) will be given equal access to identification. The definitions are seen as complementary rather than exclusive.

Identification

Our gifted and talented cohort can comprise of up to 10% of our pupils. When identifying the gifted and talented pupils, we use a range of qualitative and quantitative strategies to ensure that all learners are given the opportunity to be identified. The strategies include:

- Testing- to assess achievement, potential and curriculum ability
- Teacher observation and assessment, not only of written work but also of their approach, the strategies they use, the extent to which they use their initiative and the questions they ask
- Teacher nominations from the present and previous schools attended
- Information from parents, external agencies (clubs), peers and the children themselves
- Performance criteria in sport, PE and creative arts
- Tracking of pupil progress
- A range of learning experiences that give children opportunities to develop and display their abilities

The gifted and talented group is representative of the whole school population in terms of gender, ethnicity, and socio-economic background.

More Able, Gifted and Talented Register

At the start of the new academic year, each teacher will update a skills and talent profile for their class. Using the identification guidance, each year group will compile a core gifted and talented register for each year group, reflecting the diverse children in the year groups. These pupils are included in the schools Gifted and Talented Census.

The children on the register may change each year. This is a reflection on all children's developing abilities and interests.

Aims

Having identified pupils as more able, gifted and talented, we aim to provide:

- A celebration of the achievement of pupils in all areas
- Entitlement to an education that meets their individual needs
- The opportunity to develop their individual skills and talents
- Sufficient challenge and support given in and out of class, both socially and academically
- An opportunity to use their unique and individual learning style, including personal recording styles and use of ICT
- The inclusion of higher order questioning and thinking techniques used to develop their potential
- The transition of pupils to secondary school more effectively

In-Class Approach

Teachers at Bell Farm 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. We achieve this in a variety of ways, planning for children's learning by providing:

- A common activity which allows children to respond at their own level
- An extension activity with a common theme that reflects a greater depth of understanding and a higher level of attainment
- Opportunities to be extended in groups beyond the class setting
- Working in pairs and groups with like ability, so that expectations are more challenging
- Appropriate differentiation of class work and homework, made explicit in planning
- Challenge within subjects
- Higher level thinking and questioning
- Setting clear and challenging targets
- Enabling children to self-evaluate
- Subject leaders monitoring provision for more able pupils in their curriculum area
- Providing resources for self study, independent learning and investigative work
- Different forms of input
- Open ended questioning
- More able children sometimes taking the role of 'teacher' with less able children

Whole School Approach

- Awareness by all staff of pupils in their phase groups on the Gifted and Talented lists
- Enrichment activities in school whereby pupils may work with others outside their year groups
- Termly training will take place to either update on practice or clarify provision for G&T pupils

Partnership with Parents

- Informing parents of their children's membership on the G&T lists
- Providing guidance and advice
- Developing partnerships
- Home/ school challenges

Out of school activities

There is proactive support to encourage children to develop skills and talents in opportunities outside school.

We have a partnership with RES Secondary School. Gifted mathematicians from Bell Farm regularly take part in activities there. There are opportunities after school and/or at lunchtime clubs such as our 'able writers workshop', there are also opportunities to meet others of like ability in other schools e.g. Science, Maths and Technology Day – St Georges College, Weybridge.

Bell Farm also provides:

- Musical activities
- Sporting activities
- Numerous after school clubs in the arts and sports

Monitoring, Assessment and Review

There is a review of the G&T lists at the beginning of each academic year, published before October half term. This audit covers every year group from Reception to Year 6. The EYFS children are placed on the G&T list based on observations and listening to their conversations and play.

Each phase group will review their lists each term:

- To monitor their progress
- To do a checklist of enrichment activities and clubs that G&T children have access to, so that their talents and skills are being promoted
- To liaise with other class teachers and teaching assistants on the support being received for identified pupils
- To specifically discuss provision and rates of progress at parent meetings
- To track termly rates of progress in the core subjects

Lead Teacher and Coordinator

G&T Coordinator- Emma Glauch
 Inclusion Leader- Charlotte Hendy
 Responsibilities include:

- Ensure G&T lists are updated and known to staff and appropriate parents
- Provide regular CPD for staff
- Give guidance to parents of G&T pupils
- Coordinate with other schools by attending network meetings
- Arrange in school and out of school enrichment
- Liaise with staff on provision for G&T Policy with staff
- Advise staff on strategies in class for G&T pupils
- Liaise with coordinators in the monitoring and evaluation cycle, with specific regard for the provision and differentiated planning for G&T pupils
- Resources and work on funding G&T activities
- Give feedback to governors on the provision for G&T pupils

Status of Policy	Date
Authored by Charlotte Hendy	March 2014
Policy reviewed by Anne Cooper	January 2016
Agreed by Staff	March 2014
Agreed by Governors (C and L committee)	January 2016
Review	Every 2 years (January 2018)