

Statement of Policy for the More-able and Talented Child

We believe that every pupil attending this school should have the opportunity to develop and realise their true potential.

In pursuing this aim, we seek to provide an inclusive learning environment in which our more-able and talented pupils have an enriched curriculum that offers challenge and intellectual stimulation. We believe that the more-able and talented child needs as much support, guidance and encouragement as all our pupils.

Identification

More-able and talented children are those who perform consistently above average in all or any part of the curriculum. They may demonstrate particular qualities of leadership or social responsibility. They may also display a special talent in creative, artistic, performing arts or sporting ability.

Children may be considered gifted or talented if they:

- show a passion for particular subjects and seek to pursue them;
- master the rules of a domain easily and transfer their insights to new problems;
- analyse their own behaviour and hence use a greater range of learning strategies than others (self regulation);
- make connections between past and present learning;
- **work at a level beyond that expected for their years;**
- show intellectual maturity and enjoy engaging in depth with subject material;
- actively and enthusiastically engage in debate and discussion on a particular subject; and
- produce original and creative responses to common problems.

In this school, we use a variety of methods to identify more-able and talented pupils.

These include:

- Teacher observation
- Standardised and regular school-based assessment
- In some cases, parental nomination based on evidence of out-of-school activities.

We will liaise between our preschool and secondary colleagues to ensure that needs are met and that continuity and progression in learning can take place.

Main Aims

- To identify the more-able and talented child as early as possible in their time at the school, recognising each child as an individual in their social and intellectual development
- To offer an entitlement, within recognised constraints, to more-able and talented pupils of an appropriate education involving activities that are richer, broader and deeper
- To develop specific skills and talents of the more-able and talented child working mainly within the classroom environment
- To review progress, inform and involve parents and the wider community where appropriate
- To inform and involve governors about the school's provision for the more-able and talented pupil

Enrichment and extension of the Curriculum

By far the most important and effective provision for more-able pupils is high-quality first-wave teaching. We aim to provide opportunities for effective learning and teaching for the more-able and talented child through:

- A stimulating environment within and around school
- Opportunities to lead other pupils within the school
- An enriched and differentiated curriculum
- The planned involvement of parents, other schools and other adult support
- The expertise of specialists in the community

In the classroom, good quality classroom teaching will be supplemented by:

- Grouping with others of like ability
- Collaborative work
- Extension
- Differentiation
- Challenge
- Investigation
- Low-threshold, high-ceiling activities

There may be occasions when the span of abilities within a class makes setting within curriculum areas desirable and beneficial.

Out-of-class school activities will include school clubs, musical, dramatic, sporting and specific personal and social opportunities. We will also encourage pupils to take part in events as representatives of the school.

Differentiation

Extension and enrichment of the curriculum can take place through an increase in the depth and breadth of study as well as carefully designed activities for the more-able child. In this school, differentiation will be planned through a variety of methods:

- by outcome, especially appropriate to open-ended tasks;
- by resource;
- by task, either allowing the more-able child to start further on or by progressively making the task more difficult;
- by support;
- by pace.

Liaison

Class teachers, subject co-ordinators and other relevant agencies will consult and communicate regularly to ensure the more-able and talented pupil will have access to all available opportunities to develop particular abilities.

A named co-ordinator will have responsibility for the overall co-ordination and monitoring of progress. As part of this process, the co-ordinator will ensure that undue pressures (e.g. workload, peer pressure) are not exerted on pupils. Staff will be supported in INSET requirements, for example through outside agency expertise and staffroom library materials for training, provision and research.

The co-ordinator for the more-able and talented pupils will review this policy annually and together with the leadership team, make amendments where necessary.

John Manifold
GT leader
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