

**Policy for the  
provision of  
Gifted and Talent-  
ed / More Able  
children**

**2017**



**BANKS ROAD INFANT AND NURSERY SCHOOL**  
**“A Home for Learning, Laughing, Caring and Trying”**

**Rationale**

Our school values all children equally and endeavours to ensure that each child should have the opportunity to realise his/her potential in a challenging and supportive environment.

Our school will have, at any time, talented or gifted pupils, some of whom may be exceptionally able and this may be in one or more areas of learning. We believe that we can make a difference in enabling these pupils to achieve the greatest possible progress and recognise the value and importance of identifying and celebrating their achievements and successes. Research has shown that by making provision for gifted, talented, the standards of achievement are raised for all pupils.

Our definition of ability recognises academic and practical performance as well as those who show outstanding artistic, musical and creative talent, physical skills, leadership qualities and the ability to process ideas and information. It also recognises that a child may possess this potential although performance may not currently reflect this.



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This policy promotes the following whole school mission statement:

Banks Road Infant and Nursery School will provide a safe, secure and welcoming environment in which respect for cultural diversity, celebration of achievement and commitment to shared values fosters the growth of confidence and self-esteem in every child and their family.

The quality of teaching and learning will reflect the high value the school places on the achievement of all the pupils, reflecting diversity of race, equality of gender and awareness of individual need. The quality of care provided throughout the school day will promote independence and self-esteem in all pupils.

Careful planning of the curriculum and consistent assessment of pupil progress will ensure the provision of learning experiences which are appropriate to each child, building on present understanding in order to develop and extend skills and knowledge. Well informed transition between Key Stages will ensure progression and continuity of curriculum provision from the Foundation Stage to the end of Key Stage 1 and beyond to KS2.

Teaching and Support staff will be deployed across the school to best meet identified need. This will ensure that curriculum provision and the use of resources supports the school's stance on issues of equal opportunity in terms of race, gender and special educational need, contributing to the personal development of all pupils.

The school will encourage the growth of such personal qualities as empathy, consideration for others and the ability to co-operate; promoting community cohesiveness, fostering the development of self-discipline and the awareness that each person is responsible for their own actions.

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**Aims of the Policy**

The aim of this document is to ensure a consistent approach to the identification and support of the gifted/talented / more able child through:

- An agreed, shared definition of the terms “more able”, "gifted", "talented"
- Identification of talented or gifted pupils as early as possible
- Identification by the use of objective assessment measures
- Meeting pupils' needs with a range of appropriate strategies
- Raising staff awareness of the range of strategies available to them
- Providing access to a suitably differentiated and challenging curriculum
- An emphasis on creating opportunities for pupils to identify their gifts and talents and for abilities to flourish
- Fostering a culture of achievement by creating a climate of learning and excellence throughout the school
- Promoting opportunities for disadvantaged learners
- Working in partnership with parents/carers to help them promote children's learning and development
- Making use of links with other schools and the wider community to enhance learning opportunities
- Appointing a Gifted and Talented Co-ordinator to co-ordinate the above

**What does Gifted and Talented mean at Banks Road Infant & Nursery?**

Gifted and talented pupils are those that well exceed the expectations for their age group, either in all subjects or just one. The gifted and talented are a diverse group and their range of attainment will be varied, some do well in statutory national curriculum tests or national qualifications. However, being gifted and talented covers much more than the ability to succeed in tests and examinations. Therefore, it is impossible to set one way of identifying gifted and talented pupils.

'Gifted' generally refers to the top 5% of the school population in academic subjects and 'talented' to the top 5% in other subjects.

‘More able’ pupils refers to the expected performance of children within a particular year group that are working above average. Every class is differentiated to meet the needs of all children including a ‘more able’ group. This ‘more able’ group will include the one or two pupils who are identified as ‘gifted’ or ‘talented’ or more rarely ‘exceptionally able’ or ‘genius’.

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**Identification and Assessment**

It is expected that a child will be identified as Gifted and Talented by taking into account the full range of that child's abilities and 'intelligences'. The views of teaching and non-teaching staff, parents, peers and the children themselves are also considered.

Identification methods can include:

1. Teacher nomination
2. Reports from previous schools
3. Checklists
4. Testing
5. Assessment of work
6. Peer nomination
7. Parental information
8. Discussion with children
9. Using community resources

Classroom observation can establish:

- language acquisition and communication skills
- fine and gross motor skills
- work patterns
- creativity of thought
- flexibility of process
- application of knowledge and skills
- determination and diligence in looking for patterns
- sensitivity, passion and fascination
- leadership and team skills

Assessment and testing supports:

- moderation of work by other members of staff
- referenced testing
- SAT and teacher assessment
- use of checklists which may be general or subject specific

NB: Checklists are an aid to identification but they should not be used inflexibly or independently of other methods of identification as we can run the risk of creating stereotypes. Children are very different!

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A high match of characteristics **may** be indicative of high ability but this depends on the quality of the checklist.

**Leading for Learning: Who Does What?**

The senior leadership team is responsible for providing status and priority for the gifted and talented agenda within the school. Its responsibilities are:

- Establishing whole school awareness
- Providing a framework through whole school policy, governors’ agendas
- Creating momentum within the school
- Supporting the gifted and talented coordinator

**The Role of the Co-ordinator**

The school has a co-ordinator for more able children, currently Maria Holmes. Her responsibilities include:

- monitoring early identification - pupils from other schools, new intake, liaising with Nursery etc.
- arrangements for identification within school, maintaining the register of able children
- ensuring all staff involved with identified children know of their particular needs and are encouraged to make provision for them
- updating colleagues on best practice or new initiatives as they arise
- the development of extension and enrichment activities or material, working with subject co-ordinators on subject specific material
- monitoring provision and progress made by identified children with the head teacher
- exploring possibilities using expertise outside school including enrichment workshops or developing business links

<p><b><u>All teachers</u> have responsibility to provide for the needs of <u>all the children</u> in their class and to differentiate or alter the curriculum appropriately.</b></p>
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**Planning and Provision**

We aim to ensure that work planned for all children is appropriate for their abilities and extends their knowledge and understanding or develops skills.

When planning work on a topic we ascertain prior knowledge through concept maps or brain storms. Based on this, work is planned for the core of the class, with extension and support levels where appropriate for groups and/or individuals. Work in English and Maths is planned for ability groups.

There is a great emphasis upon investigative activities across the curriculum which provides children with the opportunity to challenge their thinking and explore unknown routes for learning.

Extension activities are offered at times throughout the year to children identified as ‘gifted’ or ‘talented’ or ‘more able’. We aim to use staff expertise in certain areas to lead these activities.

**Recording**

The progress of all our children is formally recorded on individual assessment records. These records are monitored termly by the assessment coordinator and the head teacher to ensure appropriate progress is being made.

Individual targets are set for children in Reading, Writing and Maths and these are recorded in Reading diaries and in books. These individual targets ensure that children are aware of their own targets and that they are challenging enough. Learning challenges are colour coded to enable the children to challenge themselves. Green learning challenges are targeted towards all children achieving them, Amber challenges increase difficulty, Red is targeted towards the higher ability children achieving them and Blue is for the able children working at greater depth.

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**Reporting**

We value the support from parents both within school and at home. We aim to keep all parents regularly informed of their child's progress through diaries (and accompanying targets), parents' evenings and annual reports.

We do not make any special arrangements for reporting the progress of able children but records of parent meetings are kept and parents encouraged to make a comment on their child's progress. We acknowledge that reporting is a two way process and therefore value the contribution parents can make in identifying any special abilities their child has and sharing this with us.

**Monitoring**

This takes several forms:

- Class teachers and year group teams track progress of individual children as well as the range of work that is provided
- The co-ordinator for able children working with class teachers and subject co-ordinators, monitors individual children's work, looks at work samples and monitors some aspects of whole school provision
- The Headteacher, in discussion with other staff, monitors children's progress, looks at work samples and carries out teacher observations providing quality assurance.
- The Headteacher and co-ordinator consider issues arising from this and use to inform further development.



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**Review**

This policy will be subject to review in the Summer term 2019.

Summer 2017

<b><u>THE POLICY WILL BE REVIEWED EVERY TWO YEARS.</u></b>
DATE OF REVIEW BY GOVERNING BODY: June 2015 July 2017 July 2019
This policy was reviewed and ratified by the Pupil and Personnel sub-committee in July 2017.  Signed: Chair of Governors _____  Date: _____