



Valuing Respect, Equality, Inspiration, Courage, Determination,
Friendship and Excellence

Policy approved by Governing Body

The policy is reviewed on an annual basis by the gifted and talented co-ordinator in conjunction with the named governor for gifted and talented.

Our More Able, Gifted and Talented Policy

*“Every child wants to be good at something, and every child can be.”
Professor Joan Freeman*

1. Rationale

We recognise that there are Able, Gifted and Talented pupils with a potential to exhibit performances across a range of abilities in curricular, creative, artistic, physical, social and leadership qualities and the processing of ideas and information. We acknowledge that such pupils need additional learning experiences to develop, extend and enhance their abilities. As a school we provide teaching which makes learning challenging, engaging and enables pupils to reach their potential and we are committed to working for quality and equality of opportunity.

2. Aims

Our vision is to enhance the development of all children as individual, accomplished learners in a safe environment that promotes inclusion in the community.

We believe that all our children:-

- Are of equal value regardless of their sex, race, background, creed, faith or ability.
- Should have an inclusive education with equal access to opportunities and resources.
- Should progress at a pace appropriate to them.
- Are entitled to high quality, well planned and well organised teaching throughout the school, where learning is enjoyable and a challenging experience.
- Should be supported to be caring, curious, confident and creative learners.
- Should be involved in and contribute to the daily life at school.

We aim to help each individual:-

- Be happy and confident within a safe and caring environment.
- Reach his or her full academic and social potential.
- Enjoy a broad and balanced curriculum enriched with a wide range of learning opportunities.

In order to achieve these aims, we will ensure that all pupils have

- Opportunities to develop specific skills or talents
- The raising of aspiration for all pupils
- Higher expectation of achievement for all pupils
- Greater enterprise, self-reliance and independence for all pupils.

3. Definitions

“Gifted” learners are those who have abilities in one or more subjects in the statutory curriculum other than art and design, music and PE.

“Talented” learners are those who have abilities in art and design, music, PE or performing arts such as dance and drama.

The term “gifted and talented” is not to be understood as referring to the most able pupils in the national population. The term should be seen as relative and refers to the top 5% to 10% of any school, regardless of the ability profile of pupils at the school.

Within the school we recognise that more able, gifted and talented pupils can be

- Good all rounders
- High achievers in one area
- Of high ability but not able to express this in writing form.

We also recognise that those pupils who are more able, gifted and talented do not always show their ability. Such pupils are more able, gifted and talented even though their abilities may be hidden or remain as potential.

4. Identification

More able and gifted and talented pupils are identified by making a judgement based on an analysis of various sources of information

- Generic Gifted and Talented Checklist
- Subject Specific Checklist
- National Curriculum Level
- National Curriculum Test Level
- QCA Optional Tests
- Teacher Assessment
- Classroom Observation
- Adults in school nomination
- Peer nomination
- Discussion with children
- Schonell Spelling Test
- Salford Reading Test
- Evidence of outstanding achievement in an activity pursued outside school
- Parental Information

The register is collated by the gifted and talented co-ordinator and is made available to all staff. The gifted and talented register is regularly reviewed and is updated in December and July.

5. Organisational and in-class approaches

Important strategies include:

- The coherent management of pupil groupings (whether in mixed ability groups or ability sets) and recognition that whilst there may be a higher concentration of more able, gifted and talented pupils in some groups, there will be pupils who have gifts and talents in all groups.
- The provision of opportunities for more able, gifted and talented pupils to work with pupils of similar ability. This will mean that it is appropriate for pupils to work with older pupils occasionally.
- Mentoring and additional provision for pupils of exceptional ability.
- The provision of enrichment/extension activities and tasks.
- Differentiation within subject areas.
- The development of independent learning by allowing pupils to organise their own work, to carry out tasks unaided, evaluate their work and become self-

critical.

6. Out of class activities

The following are offered on a regular basis and although these benefit all pupils, they are particularly apt for ensuring that pupils who have potential in these areas are given opportunities to practice and extend their skills.

- Enrichment days
- Residential experiences
- School and community clubs
- Musical and sporting activities

7. Co-ordination and monitoring

The gifted and talented co-ordinator has overall responsibility for:

- Ensuring that the policy is implemented across the school
- Co-ordinating the monitoring of progress
- Ensuring that the professional development programme includes relevant aspects of gifted and talented provision.