



<h1>More Able, Gifted and Talented Policy</h1>	
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This policy should be reviewed annually



## Policy for More Able, Gifted and Talented Pupils Beaupré Community Primary School

Responsibility of: Co-ordinator – Mrs Riley, Headteacher- Mrs Munday, The Governing Body and staff of Beaupré Community Primary School

This policy was written by Mrs Riley- Gifted and Talented Coordinator in conjunction with the staff, and having taking into consideration local and national guidance.

### 1. Policy Statement

At Beaupré we endeavour to ensure that all pupils reach their potential socially, intellectually, creatively and personally. As part of this process, we will identify pupils who are more able, gifted and/or talented. These pupils will be regularly monitored by teachers, senior leaders and governors. They will be provided with an education that challenges, stimulates and enables them to develop depth and confidence.

### 2. Definition

All at Beaupré Community Primary School use the following criteria as a guide for identification of more able, gifted and talented pupils.

- **More able pupils** are those whose academic attainment is securely above age expectations in either or both mathematics or literacy. (see Appendix 1)
- **Gifted pupils** are those who demonstrate significant attainment in a specific subject.
- **Talented pupils** are those who demonstrate exceptional performance in one or more of the following, although a pupil may be considered to have all three.
  - the arts or design (high achievement in one or more musical instruments, recognised excellence, published or public performance in art or drama)
  - sports (local, regional, county or national representation)
  - a high level skill in a particular field outside the curriculum.

The term 'gifted and talented' is not to be understood as referring to the most able children in our school.

Within our school we recognise that gifted and talented pupils can be:

- good in all aspects of the curriculum
- high achievers in one area
- of high ability but have poor writing skills.

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

### **3. Identification:**

More able, gifted and/or talented pupils are usually identified by the class teacher, through observations, assessment against the National Curriculum and summative assessments. These are shared and discussed with the parents, the headteacher and the more able, gifted and talented Co-ordinator

Identification strategies used by Beaupre include:

- Half-termly assessments against the National Curriculum and termly test papers.
- Teacher observation, marking and assessment
- Discussion with parents/guardians
- Discussion with pupils
- Information provided by external agencies e.g. clubs etc.

Once a decision has been made and is agreed, the pupil's name will then be entered onto the register and parents/carers will be invited to discuss their child's specific strengths, the way in which the child's needs can be met and how they can be supported. The pupil's ability, gift or talent will be monitored regularly as part of the normal classroom assessment process and through half-termly Pupil Progress Meetings.

### **4. Strategies to support the identified pupils:**

Some or all of the following will be used to support Gifted and Talented pupils:

- Differentiated planning - stimulus, resources, tasks, outcome, response
- Providing appropriate challenge - high-quality tasks for enrichment, extension and challenge. This can be included/provided through Intervention

These will develop from the themes being studied by the whole class

- Ability grouping for English and Mathematics
- Varied and flexible grouping when necessary e.g. ability, mixed ability, individual, acceleration
- Appropriate pace identified in planning
- Lesson planning that caters for different learning styles
- Setting appropriate targets for reading, writing and maths
- Setting appropriate homework tasks when relevant
- Fostering creativity within appropriate challenges
- Supporting liaison beyond the school e.g. music tuition, sports coaches etc.

The strategies used will be reviewed regularly and will change according to the needs of the pupil.

### **5. Monitoring**

Once a child has been identified and their details have been added to the register, their abilities will be continuously monitored. The child will remain on the register for as long as it

is appropriate. There may be occasions where a child is removed if their ability, gift or talent no longer exceeds that of their peers.

The progress of more able, gifted and talented pupils will be monitored by:

- Teacher assessment
- Parent / teacher consultations
- The school senior leadership team
- The school governors
- Liaisons with external clubs
- The Gifted and Talented Co-ordinator

Teachers will continually assess the progress made by individual children in academic, creative, artistic, physical, social situations.

At Beaupré, each teacher will keep a copy of the register of G&T children and include them on their provision map to enable the progress of these pupils to be tracked. These children will be discussed at half-termly Pupil Progress Meetings where information will be used to update provision and the register. This information will also be ***identified in the termly School Census Return.***

## **6. Responsibilities:**

The class teacher will:

- Take steps to identify more able, gifted and talented pupils within their class as soon as possible
- Gather data to support the nomination
- Agree, plan and implement appropriate provision and support strategies through Parent/Teacher consultations
- Include provision in daily lesson plans
- Review provision regularly
- Share information with the Co-ordinator

The more able, gifted and talented pupil Co-ordinator will:

- Liaise with class teachers
- Organise collate assessment materials and results
- Work with teachers to support pupils
- Maintain the register of more able, gifted and talented pupils
- Work with all parties to decide upon the strategies to be used in order to maximise learning and development
- Support teachers to plan provision
- Liaise with and arrange other agency referrals as appropriate
- Update teachers through Professional Performance Meetings
- Review provision on a regular basis
- Liaise with the headteacher
- Review the effectiveness of the policy

## **7. Parents**

We are committed to working with more able, gifted and talented pupils and encourage parents to take an active part in their children's development. We offer:

- An open door policy to welcome parents
- Guidance and advice
- Encouragement and sharing of views
- Provision for home/school challenges
- Termly Parent/teacher consultations

### **8. Monitoring and Evaluation**

Provision for more able, gifted and talented pupils will be a regular part of the school's monitoring of learning and teaching. The more able, gifted and talented pupils Co-ordinator will review the progress of pupils identified on the high ability register termly and report to the school's senior leadership team.

The more able gifted and talented Co-ordinator will provide governors with a report on progress of gifted and talented provision annually to contribute to the school's annual review and Raising Achievement Plan.

The Head Teacher/Co-ordinator will provide colleagues involved in the secondary transition process with information regarding more able, gifted and talented pupils so that the pupils can continue to receive appropriate provision.

## Appendix 1

### Gifted and Talented – Whole School Criteria for Gifted and Talented Pupils

Following discussions with the Head Teacher and Teaching staff the following Criteria have been applied to consider whether children will be classed as More Able, Gifted or Talented.

#### More Able Pupils

A child will be considered to be more able if their academic attainment is securely above age expectations in either or both Mathematics or English.

- This will be measured against the National Curriculum as:
  - Years 1 & 2 – Exceeded at end of EYFS in either Reading, Writing or Mathematics.
  - Year 3,4, 5& 6 – Greater depth Standard in either Reading, Writing or Mathematics at the end of Year 2

#### Gifted

A child will be considered to be Gifted if they demonstrate significant attainment in a specific subject or a number of subjects and this is significantly above age related expectations, requiring a highly differentiated curriculum to meet their exceptional needs.

There may be children who receive extra intervention work. These decisions are discussed with the Co-ordinator, Class teacher and Head Teacher. These children will be monitored by the Class teacher, Co-ordinator and Head Teacher at half-termly Pupil Progress Meetings.

#### Talented

A child will be considered to be Talented if:

1. They are accessing outside provision/groups and programmes that are specific for their gifted need above those of usual club attendance e.g. Regional level in Physical activities.
2. Where they are above age expected levels for their Talent e.g. passed grade 1 in music

Or

3. Are receiving individual programmes to develop their talent.

Date: September 2022

Date of Review: September 2023

**Appendix 2  
Pupil Identification**

**NAME OF PUPIL:**

**ACADEMIC YEAR:**

This pupil has been identified in line with the following common identification criteria by Beaupré Community Primary school. (See Criteria)

- **More able pupils** are those whose academic attainment is securely above age expectations in either or both Mathematics, Reading or Writing.
- **Gifted pupils** are those that demonstrate significant attainment in a specific subject or achieve Exceeded (EYFS) or Greater depth in all areas of Reading, Writing or Mathematics
- **Talented pupils** are those who demonstrate exceptional performance in one or more of the following, although a pupil may be considered to have all three.
  - the arts or design (high achievement of Grade 1 or above in one or more musical instruments, recognised excellence, published or public performance in art or drama)
  - sports (local, regional, county or national representation)
  - a high level skill in a particular field outside the curriculum.

**Please tick category to select:**

MORE ABLE	<input type="checkbox"/>	GIFTED	<input type="checkbox"/>	TALENTED	<input type="checkbox"/>
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**EVIDENCE (please give a brief reason for identification):**

**Appendix 3**  
Beaupré Primary School: Gifted and Talented Register  
Pupil Pen Portrait

Name	
Gender	
Year Group	
<b>Areas of achievement or success</b> – what does the school ‘know’ about the pupil and what has it done with that knowledge?	
<b>Areas of challenge and difficulty</b> – what are some of the key issues facing the individual and the school?	
Action Plan	