



**MANOR FARM
COMMUNITY JUNIOR SCHOOL**

Able, Gifted & Talented Policy

Date of last review: March 2016
Date of next review: March 2017



ABLE, GIFTED AND TALENTED POLICY Manor Farm Community Junior School

Introduction

This policy is a statement of entitlement for children of a high ability at Manor Farm Junior School. It reflects the school's commitment to support the able, gifted or talented child and outlines the provision they receive.

Aims

- To support the abilities, personal qualities and talents of all children.
- To ensure that the able child receives an education matched to his/her abilities.
- To encourage children to develop their own independent learning techniques.
- To provide teaching that makes learning challenging and enjoyable.
- To provide higher order thinking and questioning skills.
- To employ a variety of methods to recognise of those who have or could have the potential to be an able learner.
- To stimulate children through extra-curricular activities and through curriculum enrichment.
- To have the expectation that the curriculum for all pupils will be extended and enhanced by realising the needs of the most able.
- To train staff ensuring these aims are achieved.
- To maintain and regularly review the Gifted and Talented Registers.

Definition

Able children are "Children and young people with one or more abilities developed to a level significantly ahead of their year group, or with the potential to develop those abilities." (*Identifying Gifted and Talented Learners - Getting Started, DCSF, 2008*) This study also states that "there is no single perfect instrument for identification –institutions are advised to use a 'best fit' model that draws on a range of evidence including qualitative and quantitative elements."

At Manor Farm we use the term "Gifted" to describe a pupil who displays abilities at a very high level in one or more of the core subjects or shows a broad range of achievement at a very high level. We use the term "Talented" to describe a pupil who displays a high level of ability in the foundation subjects. Therefore a child can be deemed Gifted, Talented or Gifted and Talented. These pupils are a small proportion of each year group – The *Excellence in Cities* model suggests gifted and talented children comprise 5 to 10% of a year group's cohort.

Joseph Renzulli considered three factors needed to be evident in the model of giftedness: above average ability, creativity and task commitment. According to Renzulli, these three traits combine with each other to form creative accomplishment or gifted behaviour. According to his theory, "students who exhibit, or have the potential to exhibit, sufficient levels of these traits require additional opportunities and challenges beyond those offered to others." (*Renzulli, J. S. (2005). The three-ring conception of giftedness: A developmental model for promoting creative productivity*)

Children can be defined as gifted and talented in areas of:

- Intellectual application.
- Specific aptitude in one or more subjects.
- Leadership, creative thinking and problem solving.
- Creative and performing arts.

Identifying able, gifted and talented pupils

Children's progress is continually monitored by the use of Learning Tracks throughout the school.

In addition the following methods will be used:

- Teacher observations
- Learning observations
- Work scrutiny
- Internal and external assessments
- Formative and summative assessments
- Background knowledge of previous teachers
- Parental information
- Dialogue with pupils

Organisation

To meet the needs of individual gifted and talented pupils, a range of strategies should be adopted that could include:

- Differentiation strategies
- Enrichment and extension opportunities
- Directed focus groups, for example Maths Magicians
- Challenge through the pace, width and depth of learning
- Extra-curricular activities, events, after-school clubs and competitions
- Activities with other schools and with other able pupils
- Learning outside of the classroom
- Visitors to school

Provision

A number of different methodologies will be employed to extend children.

- Enrichment/extension work provided by all teachers in all classes as part of normal differentiated provision.
- Opportunities for children to explore learning objectives widely and in depth.
- Working with others of similar or different abilities. This can be made possible by flexible groupings - paired, group and class work, and by the use of setting or extension groups.
- Differentiation providing activities requiring higher order thinking skills.
- The role of the teacher expecting excellence, and not just competence, in order to challenge and extend the thinking of the able child.
- The setting of challenging expectations and targets.
- Quality feedback given to able pupils which allows them to extend and reflect on their learning.
- Children should have the opportunity for open ended tasks which allow for

- inquisition, enquiry, planning and organisational skills.
- Activities which require flexibility, adaptation and perseverance.
- The encouragement of a growth mind set where the child is happy to explore and investigate ideas, be willing to take risks in their learning and learn from mistakes.

Extra – curricular activities

These are highly valued for the gifted and talented child and include:

1. Club activities – Chess club, ICT club.
2. Activity days and master classes. Examples include Science and Maths days, Writer and Maths Workshops.
3. Opportunities for able pupils to represent the school at events or competitions involving pupils from other schools
4. Day and residential visits.
5. The use of specialists or professionals from other fields e.g. teachers from secondary schools, charitable organisations, specialist coaches, Music teachers, visiting artists and authors.
6. A broad, creative curriculum, giving children a chance to thrive.

Co-ordinating and monitoring

The following people can support this through regular reviews:

1. Gifted and Talented Co-ordinator.
2. Senior Leadership Team.
3. Subject Co-ordinators.
4. Governor with responsibility for Gifted & Talented Children.

Monitoring will take place termly to ensure that identified pupils access the most appropriate provision and make very good progress. The Gifted and Talented Co-ordinator tracks pupils progress each term. Subject co-ordinators scrutinise planning and books on a termly basis to ensure lessons are differentiated and challenge is evident for the able pupils. Findings are reported back to the Senior Leadership Team. Able pupils will be discussed specifically at progress meetings each term between the class teacher, Senior Leadership Team and Gifted and Talented co-ordinator. Monitoring will also take place through observations of teaching and learning, work scrutiny, Learning Tracks information and data, planning scrutiny and conversations with more able pupils. The Gifted and Talented co-ordinator meets with the Governor responsible for able pupils and completes a Learning Walk. A termly report is fed back to the Governing Body.

The Role of the Able, Gifted and Talented Coordinator

The coordinator is the focal point for pupils, staff and parents and is responsible for:

- Consultation with Senior Leadership, staff and governors.
- Liaison with parents.
- Reviews of the policy.
- Planning with colleagues an appropriate curriculum for the more able pupils.
- Monitoring the provision.
- Development of INSET for colleagues.
- System of assessment, recording and monitoring.
- Resources.
- Keeping up to date with information about teaching gifted and talented pupils and sharing such information with colleagues.

- Development of links with organisations and agencies that support gifted and talented pupils.

Review and development

Each year the school will draw up two registers – one of the Gifted children and one of the Talented children in each year group. The Gifted register lists able children within academic subjects whilst the Talented register lists able children in other areas. The Coordinator will liaise with class teachers every term to keep these lists under review.

Partnership with parents

Parents and teachers will work together for the needs of students. Manor Farm is committed in supporting parents in maximising their child's potential.

Partnership between schools and parents is central to the all round development of our most able pupils.

It is our school's responsibility to:

- Give the parents clear information about their child's abilities in school.
- To inform, as appropriate, parents of specific actions taken to cater for their child's specific needs (e.g., being part of the Maths Magicians group).
- Listen carefully and take appropriate action where parents do not think their child's needs are being met.

Parents should recognise that they can support their child by:

- Telling the school about their child's talents beyond the classroom.
- Providing a suitable environment in which their child can study and encouraging good study habits.
- Seeking advice from the school, LEA or voluntary organisations when their child is experiencing difficulties.
- Encouraging their child to take part in worthwhile and varied out of school activities and experiences.
- Being aware that their child will need a variety of skills and experiences to fulfil his/her potential.