



**MANOR FARM
COMMUNITY JUNIOR SCHOOL
ABLE, GIFTED AND TALENTED POLICY**

**Last Review: January 2019
Next Review: January 2020**

**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 child. We aim to create a whole school ethos where children of all abilities can flourish.

Aims

- To support the abilities, personal qualities and talents of all children.
- To ensure that all children receive an education matched to their 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 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 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

Joseph Renzulli considered three factors needed to be evident in the model of giftedness: above average ability, creativity and task commitment.

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

- Intellectual endeavour.
- 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
- Lesson observations
- Work scrutiny
- Internal and external assessments
- Formative and summative assessments
- Background knowledge
- 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
- Challenge through the pace, width and depth of learning
- Extra-curricular activities, events, after-school clubs and competitions
- Activities with other schools and 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 should be given
- Pupils should know that 'having a go' is more important than getting it right.

Extra – curricular activities

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

1. Club activities – chess club, homework club.
2. Activity days and master classes. Examples include Science and Maths days, Writer and Maths Workshops.
3. Day and residential visits.
4. The use of specialists e.g. teachers from secondary schools, charitable organisations, specialist coaches, Music teachers, visiting artists and authors.
5. 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. Pupils will be discussed specifically at pupil 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 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.
- Identification and supervision of suitable mentors for pupils.
- 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 Coordinator will liaise with class teachers every term to keep this list under review. Children's progress will be closely monitored.

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.