



St Nicholas Church of England (Controlled) Primary
Academically More Able Pupils Policy (formally known as Gifted and Talented)

Introduction

At St Nicholas, our policies are regularly reviewed. This reflects current practice within school and all related government guidance and statutory requirements.

Recently there has been a move away from the term ‘Gifted and Talented’, with the idea that there is more ‘room at the top’ and we need to raise aspirations for those with potential to become the highest attainers. The report ‘Educating the Highly Able’ produced by the Sutton Trust in July 2012 recommends ‘the confusing and catch-all construct “gifted and talented” be abandoned’ and suggests the focus should be on those capable of excellence in school subjects, which the report terms, ‘highly able’. Potential Plus (formerly National Association for Gifted Children) prefers the phrase ‘high learning potential’. The DfE now use the term ‘Academically More Able Pupils’ (as of Spring 2012).

Rationale

All children are entitled to a broad, balanced and relevant education, which provides continuity and progression and takes individual differences in to account. Within a school it is vital to recognise the particular needs of pupils identified as gifted, talented and/or more able and make suitable provisions for these children.

Aims

As a school we must realise that some pupils will work at a higher cognitive level than others and provision for higher ability pupils must match needs. Similarly, some pupils will have specific skills and talents. These need to be fostered and opportunities should be provided in school to develop these. This policy will set out the aims, approaches and monitoring requirements needed to ensure teaching and planning is implemented in a way that enables each child to reach the highest level of personal achievement possible: -

The following definitions have been agreed in conjunction with policy materials as set out in documents provided by the DfE:

Gifted - those children with an academic ability, which places them significantly above the more able for their age group.

Talented - those children whose abilities in Art, Music, Dance or Sport are significantly above average.

More Able - those children with an academic ability higher than the national expectations for their year group.

Date published	Policy review date	Agreed by	Date agreed
January 2016	January 2018	IEB	21 January 2016

Identification

Various strategies will be used to identify gifted, talented and more able children. Identification will begin when the child joins St Nicholas school and will be an ongoing process involving staff, parents/carers and pupils.

Data used:

- Information from teachers – present and previous, including any pre-school information
- Information from parents/carers
- Conferences with pupils
- Class work, tests, assessment results and tracking sheets.

Subject Specific Guidance – the following statements have been agreed by staff and are reviewed regularly. They give subject specific indicators to support the identification of gifts, talents and the more able:

English:

- demonstrates high levels of fluency, articulation and independent thinking in conversation;
- enjoys reading and responds to a range of texts at an advanced level;
- uses a wide range of vocabulary and enjoys working with words;
- sees issues from a range of perspectives and enjoys informing him/herself;
- possesses a creative and productive mind and uses advanced skills when engaged in discussion
- achieves above the Age Related Expectation for those expected for their year group.

Mathematics:

- employs a range of strategies when solving a problem;
- is naturally curious when working with numbers and identifies solutions to problems quickly;
- looks beyond the question and establishes own strategies;
- enjoys manipulating numbers;
- achieves levels in end of year tests above those expected for their year group.

General attitude and behaviour:

- thinks quickly and accurately;
- works systematically;
- generates creative working solutions;
- works flexibly, processing unfamiliar information and applying knowledge and experience;
- communicates their thoughts and ideas well;
- demonstrates particular physical dexterity or skill;
- makes sound judgements;
- be outstanding leaders or team members;
- demonstrates high levels of attainment.

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These guidelines are not exhaustive; neither is it necessary for a child to display every criterion in order for them to be recognised as more able.

Register

Pupils identified as being gifted, talented or more able are entered on to the School's More Able register. Parents or carers of those children on that register will be consulted about this, informed of developments and provided with advice and support where necessary. The register will be reviewed twice a year after discussion with class teachers and reflection upon ongoing assessments.

Organisation and Monitoring:

In class:

When planning and teaching, staff will provide differentiated activities and a range of support and resources for gifted, talented and more able pupils, where possible and appropriate. Teachers will adjust year group expectations according to ability for any programme of work.

Where appropriate, more able children will be given the opportunity to access activities that require higher order thinking skills. Sufficient resources will be provided in school to assist teachers in implementing these.

Homework will be differentiated, by task or outcome, to meet the needs of more able children.

Ongoing assessment against year group objectives and National Curriculum Levels will be maintained and used to set targets for individuals so that they can achieve at the highest level and make further progress.

Opportunities will be provided for more able pupils to work together within a subject and year group. Where appropriate teaching assistants will take groups out to work together. There will also be more opportunity for more able pupils to work together across year groups.

When classes are organised or re-organised staff will, as far as possible, ensure that a more able child has at least one other child of comparable ability in his/her class.

Out of class:

Extra-curricular clubs will be made available for all pupils to develop their ability in a particular area both academically and in specific areas of talent. Opportunities will also be taken to develop identified talents, for example, incorporating musical talent into class assemblies and school productions.

Monitoring of in-class and out of class provision will relate specifically to:

- the quality and quantity of provision;
- specific events or 'bought in' provision;
- meetings with pupils for target setting.

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Partnership with parents

Parents and teachers will work together for the needs of this policy.

Secondary transfer

The school will liaise with local secondary schools to provide information on More Able pupils.

The group, Potential Plus (formally the National Association for Gifted Children (NAGC)) has developed ten principles of good practice for schools. They are:

1. Flexibility in meeting needs
2. Valuing diversity, dealing with underachievement
3. A partnership with pupils and parents
4. The leadership of the Headteacher and Senior Team
5. Regular observation and review with early and prompt intervention
6. High teacher expectations
7. Positive attitudes by teachers who are prepared to "Go the extra mile"
8. Close primary/secondary liaison
9. Good use of external resources
10. The absence of labels, working to the child's strengths.

St Nicholas has high expectations of all learners and will ensure through regular Pupil Progress Meetings that all pupils make progress in line with their abilities.

The Headteacher will maintain the overview of responsibility for this policy and the Interim Executive Board (IEB) member with responsibility for this policy is George Parkin.

This Policy will be review in two years.

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