

# Sunnybrow Primary School



## Gifted, More-able and Talented Policy

## Introduction

At Sunnybrow Primary School, we aim to place the child at the centre of their learning, and provide every child with a **broad, balanced and developmentally appropriate curriculum**. Each pupil is perceived to be an individual of great value and we strive to provide a secure yet challenging educational environment, which will stimulate the development of all students and enable them to maximise their potential.

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). Regardless of the terminology, it is our duty to assess our pupils thoroughly, know them as individuals and support them to achieve to the very best of their abilities.

In our school we use the following terminology:

- 'gifted' refers to a child who has a broad range of achievement at a level well above average, typically in the more academic subjects;
- 'talented' refers to a child who excels in one or more specific fields, typically those that call for performance skills, such as sport, art or music, but who does not necessarily perform at a high level across all areas of learning.
- 'more-able' refers to approximately the children achieving in the top 5-10% of their class in English and Maths

## Rationale

At Sunnybrow Primary School, we aim to help all our pupils to develop their individual skills, talents and abilities, intellectually, creatively, emotionally and socially. We endeavour to provide teaching which makes learning challenging, engaging and exciting, and which enables pupils to reach their full potential, regardless of age, race, ethnicity, gender or background. This policy is a statement of the entitlement for children who are classed as 'gifted', 'more able' or 'talented' and of the ways that entitlement is met.

## Aims

Through the implementation of this policy we aim to:

- Foster an achievement culture throughout the school which celebrates both effort and achievement in a wide range of areas, and raises aspirations
- identify children achieving at a level beyond their peers and to make appropriate provision which stretches them in areas of strength and develops them in areas of relative weakness.
- provide an appropriately challenging curriculum for more able and potentially more able children through extension within the curriculum and through enrichment/study support beyond it.
- provide pupils with opportunities to work with other pupils with similar abilities
- improve GAT pupils' self-esteem and self-image
- develop GAT pupils' social skills
- support and make more effective the transition of more able children to secondary school.

### **Identification - see Appendix 1**

We use a range of strategies to identify gifted and talented children. The identification process is ongoing, and begins when the child joins our school.

- **On entry**, children and their parents complete an 'All about me' sheet which provides the opportunity to share details of achievements and interests in particular areas. Discussions with parents and carers enable us to add further details to these records.
- Children undergo **baseline assessment** within the first half term of joining our Reception class. This gives information about their developing skills and aptitudes across several areas of learning. We discuss each child's Foundation Stage profile with the parent, and use this information when planning for individual needs.
- As the children progress through the school, we **test and assess** them regularly to ensure that they are making the sort of progress that we are expecting of them in their personal targets. The children undertake **national tests in Year 1, Year 2 and Year 6**. Teachers also make regular assessments of each child's progress in all subjects of the National Curriculum.
- The focus for the identification strategy should be on improving provision for the most able and not on creating an academic elite.
- Staff will use the Teacher's Checklist for GAT children (see Appendix 1)

Teachers should be aware that they should be identifying between 5-10% of pupils in each year group in line with advice from the DfEE.

On SIMS, we will keep a record of 'gifted' and 'talented' children. The GAT coordinator will keep a 'more-able' register. Both records will be regularly shared with all members of staff.

### **Aptitudes in English and mathematics**

When deciding if a child is 'more-able' or 'gifted' in English or Maths, the following list of aptitudes can be used:

Gifted children in English are identified when they:

- demonstrate relatively high levels of fluency and originality in their conversation;
- use research skills more effectively to synthesise information;
- enjoy reading, and respond to a range of texts at a more advanced level;
- use a wider vocabulary, and enjoy working with words;
- see issues from a broader range of perspectives;
- use more advanced skills when engaged in discussion.

Gifted children in mathematics are identified when they:

- explore a broader range of strategies for solving a problem;
- are more curious when working with numbers and investigating problems;
- see solutions more quickly, without needing to try all the options;
- look beyond the question in order to hypothesise and explain;
- work more flexibly, and establish their own strategies;
- enjoy manipulating numbers.

### **Monitoring**

The GAT/More Able registers will be reviewed termly during SEND/GAT Staff Meetings. Parents should be informed of their children's inclusion on the GAT register and what steps are being taken to help their children.

### **Organisation**

Once children have been identified as GAT or More-Able, appropriate action needs to be taken.

**In class, such action might include:**

- Setting clear and challenging targets
- Clearly differentiated work with challenge extensions
- acceleration groups
- asking higher-order questions which encourage investigation and enquiry and teaching thinking skills in a subject-specific context

- provision of opportunities for more able pupils to work with pupils of similar ability, which will mean that it is sometimes appropriate for pupils to work with older pupils;
- withdrawal of groups for special work
- mentoring
- extra-curricular provision
- setting/banding/streaming
- differentiated groups in a mixed ability class
- facilitation of independent learning by allowing pupils to organise their own work in their own way, to carry out tasks unaided using their own strategies, to evaluate their work and become self-critical.

**Out-of-class, provision might include:**

Enrichment opportunities out of class will include the following:

- enrichment days;
- school clubs;
- workshops within school, e.g. drama, P.E.;
- visits, experts, master classes, and competitions including links with our 'cluster' schools
- themed days/weeks (e.g. international week);
- opportunities for children to become 'experts' and teach others their skills (e.g. storytelling for younger children);
- residential experiences (year 6).

**Role of GAT Co-ordinator**

The GAT co-ordinator is responsible for keeping an up-to-date GAT and More-Able register. The Co-ordinator will attend appropriate courses. The Co-ordinator will liaise with the Head teacher and other co-ordinators to ensure that the best possible provision is being made in all curriculum areas to meet the needs of the GAT and More-Able children.

**Review and Development**

The Gifted, More-Able and Talented policy will be reviewed annually. Amendments and improvements will be made to the policy in the light of new developments at national and local level.

The progress and performance of gifted, talented and more-able children will be reviewed regularly (termly) to ensure that the approaches taken by school are effective in developing their skills and talents.

**Use of outside agencies**

Staff should consult with subject co-ordinators to make the best use of outside expertise. This may involve approaching advisors and inspectors for advice. Staff responsible for Y6 children and the GAT co-ordinator

should liaise with mentors and transition staff at secondary school level to enable relevant information to be passed on.

### **Personal and Social Education**

Staff should be aware that some aptitudes and talents are not directly related to subject areas. Such abilities might include:

- verbal communication
- mechanical ingenuity
- creativity
- performing arts
- social awareness
- physical ability
- leadership qualities
- reasoning/problem solving skills

Our school curriculum is so designed that aptitude or talent in the areas above can be identified during activities such as P.S.H.C.E., school council, after school clubs, class assemblies, class discussion and during subjects activities such as P.E. Design and Technology and Drama.

Pupils who have difficulties in forming relationships with their peers due to their particular ability are supported through our normal school procedures.

**GAT Policy and Guidelines - Kate Gair - March 2009**

**Updated M Gardener September 2009**

**Updated C.Sim September 2016**

**Updated C. Sim 13.02.17**

## Appendix 1

### Gifted and Talented Children - Teachers Checklist

Exceptionally able children are likely to show the following characteristics. A child showing more characteristics on the checklist, but not those starred, is likely to be a gifted child who is under achieving educationally.

1. Possess superior powers of reasoning, of dealing with abstractions, of generalising from specific facts, of understanding meaning, and of seeing into relationships
2. Have great intellectual curiosity
3. Learn easily and readily
4. Have a wide range of interests
5. Have a broad attention span that enables them to concentrate on, and persevere in solving problems and pursuing interests
6. Are superior in the quality and quantity of vocabulary as compared with children of their own age
7. Have ability to produce effective work independently
8. Exhibit keen powers of observation
9. \*Have learned to read early- (often before school age)
10. Show initiative and originality in intellectual work
11. Show alertness and quick response to new ideas
12. Are able to memorise quickly
13. Have great interest in the nature of man and the universe (problems of origins and destiny etc.)
14. Possess unusual imagination
15. Follow complex directions easily
16. \*Are rapid readers
17. Have several hobbies
18. \*Have reading interests which cover a wide range of subjects
19. \*Make frequent and effective use of the library
20. \* Are superior in mathematics, particularly in problem solving