

Queens's Hill Primary School

Policy for More Able, Gifted and Talented Pupils

Supporting a Passion for Learning

Rationale

"A school that prioritises the understanding and development of effective practice for G&T has an aspirational ethos, higher expectations and greater levels of challenge in the curriculum. Leaders and teachers who focus on developing professional knowledge, expertise and skills, through working on G&T provision, will improve provision and outcomes for all."

Excellence For All 2009

We aim to plan our teaching and learning so that every child is given the opportunity to achieve and expand their potential, including those children who display a marked aptitude or ability. This policy is an integral part of the school's broader development of maximum personalisation and inclusion of educational opportunity for all pupils, and states our commitment to providing an environment in which all pupils are enabled to realise and even exceed their potential.

What are the aims of this policy?

This policy is intended to support the following aims:

1. The raising of aspirations, progress and attainment for all our pupils.
2. The delivery of high expectations of social and academic achievement for all pupils.
3. The stimulation and nurturing of greater initiative, self-reliance, resilience and independence within all pupils
4. A curriculum that promotes and sustains a thirst for knowledge and understanding and a lifelong passion for learning.
5. Consistency across the entire school in terms of the nature and rigour of identification, provision and monitoring processes pertaining to the more able, gifted and talented.
6. Effective review of this policy and associated practice in line with the outcomes of all monitoring, developments in teaching pedagogy and the demands of our pupils.

What do we mean by 'more able, gifted and talented'?

- More able – Pupils who achieve, or have the ability to achieve above average (compared with the attainment of other students in their year group in our school) in one or more National Curriculum subjects.

- **Gifted** - Ability or potential in one or more academic subjects; the top five to 10% of pupils per school as measured by actual or potential achievement in English, mathematics, science, history, geography, modern foreign languages, religious education, information and communication technology, or design and technology.
- **Talented** - Ability or potential in one or more skills, whether artistic, sporting, interpersonal or vocational; the top five to 10% of pupils per school as measured by actual or potential achievement in the subjects of art, music or physical education. One element of the descriptions for gifted and talented that should be emphasised: it is the top five to 10% of pupils per school, regardless of the overall ability profile of pupils.

How are More Able, Gifted and Talented Pupils identified at Queen's Hill?

At the start of each academic year Phase Leaders and our Inclusion Leader will identify the pupils that fall into the categories as identified above. This identification will be based upon summative and formative assessments, performance relative to year group cohorts, discussions with learners and their parents, in addition to all professionals working with a given pupil both within and external to the school.

The Inclusion Leader will then compile, maintain and update a register of pupils that fall into the more able, gifted or talented definitions. This list of pupils will be formally reviewed each term by the Inclusion Leader together with the respective Phase Leaders. Our register of more able, gifted and talented pupils will then be submitted termly (although pupils may be identified at any stage) to the school secretary and details entered onto the school's data management system.

It is worth noting that a pupil can, however, be recommended for inclusion on our register at any point during an academic year; this will then be followed up by the Inclusion Leader.

More Able, Gifted and Talented in EYFS

Our school recognises the importance of developing the gifts and talents of children in the first years of schooling. Through regular assessments and moderation processes, more able pupils are identified as early as possible to enable a highly personalized teaching and learning programme to be provided.

What do we provide for the more able, gifted and talented at Queen's Hill School?

The New Curriculum for Key Stages 1 and 2 states that all schools should “plan stretching work for pupils whose attainment is significantly above the expected standard.” Indeed, at Queen's Hill Primary School we are currently and continually implementing and adapting the new 2014 National Curriculum. Our inclusive approach to the delivery of this curriculum is intended to ensure that all our children have an experience that is inspiring, engaging and appropriately challenging. Such an approach will encompass the needs of all pupils, including those pupils considered to be more able, gifted or talented. Further, additional learning opportunities are provided for these pupils in a variety of ways. During the course of the academic year these will include:

- a. The continual provision of 'Quality First' teaching that encompasses appropriately pitched and personalised learning experiences for all. For our more able, gifted and talented pupils this could include the setting of aptly pitched learning objectives and success criteria, the development and use of open ended tasks, and the regular provision of opportunities to explore, experiment and digress.
- b. The provision of high quality marking and constructive feedback from teachers that will ensure pupils make significant and sustained gains in their learning.
- c. Visits to other educational establishments and businesses, and the use of visitors that can support the extended provision of learning experiences and challenges in our school.
- d. The use of resources as provided by the local education authority, other schools in our cluster and local businesses, as deemed appropriate.
- e. Participation in specially selected local and national competitions.
- f. The design, execution and monitoring of whole school pupil led initiatives.
- g. The expansion of learning through pupil involvement in community based projects.
- h. The provision of appropriately selected and pitched school clubs.
- i. Pupil Premium funding will be used to support the provision of appropriate experiences and resources for pupils in this cohort that feature on the register.

How are pupils on the register monitored?

- a. Every classroom teacher continually assesses their pupils on a daily basis through a variety of formative and summative means, and more formally at half termly juncture points.
- b. This assessment process then feeds into lesson planning to ensure that the teaching and learning process is personalised to the needs of the specific children in a given class.
- c. The progress and attainment of all pupils is also discussed on a half termly basis at Pupil Progress Meetings; these discussions are held between the classroom teachers and our Senior Leadership Team.
- d. Issues and successes regarding a pupil's progress and attainment are discussed formally with parents at allocated points during the school year, and at any point when such a discussion is deemed pivotal to a child's learning.
- e. Further, our Inclusion Leader will meet with every child on the register identified as either 'gifted' or 'talented', every term. These meetings will feature structured conversations designed to support and challenge our pupils, to the benefit of their learning. The contents of such dialogue will be recorded on a mentoring document and then be fed back to the parents and the classroom teacher of the pupils concerned.
- f. Pupils who also feature on our SEND register will also be monitored in line with our SEND Policy.

How are parents involved?

As with every one of our pupils' parents, those parents of children on our more able gifted and talented register will be kept informed and involved as much as possible in their child's education. More specifically:

- a. As noted earlier, issues and successes regarding a pupil's progress and attainment are discussed formerly with parents at allocated points during the school year, and at any point when such a discussion is deemed pivotal to a child's learning.
- b. Parents are regularly asked for their thoughts and input regarding the provision that we offer.

How is our provision for pupils on the register monitored?

- a. Pupil Progress Meetings – As stated earlier, the progress and attainment of all pupils is also discussed on a half termly basis; these discussions are held between the classroom teachers and our Senior Leadership Team.
- b. Mentoring Logs – These will be analysed by our Inclusion Leader to gauge the impact of the provisions afforded to each pupil on the register.
- d. Learning Walks and/ or Lesson Observations – The provision afforded to children on the register will be monitored during the regular learning walk and lesson observation process, and specifically each term by the Inclusion Leader.
- e. Work Scrutiny – Analyses of both pupils' work and the quality of marking will be conducted termly by our Inclusion Leader.

Role of Governors

The governors will monitor the register on a regular basis and, through their class links, ensure that identification and provision is robust.

Policy review

Policy agreed _____

February 2017

Mr C Hadjigeorgiou

Inclusion Leader

Policy to be reviewed

February 2018