

HAMPDEN GURNEY PRIMARY SCHOOL

MORE ABLE, GIFTED AND TALENTED PUPILS POLICY

Rationale

Article 29: Education should develop each child's personality, talents and mental and physical abilities to their fullest potential (UN Convention on the Rights of the Child, 2001)

National Curriculum 2014: 'Teachers set high expectations for every pupil' and 'plan stretching work for pupils whose attainment is significantly above the expected standard' (Department of Education, 2013)

OFSTED: Schools exist to help all young people fulfil their potential. They must identify and nurture the talents of their students, so they can go on to achieve the best that they can. To do this, schools must ensure that the education they provide challenges and encourages children at all levels (Sean Harford, Ofsted National Director of Schools, March 2015)

Hampden Gurney School Vision: We are committed to ensuring that all children have equal access to the whole curriculum and are given equal opportunities to develop to their full potential in a safe and secure environment in partnership with parents and carers.

At Hampden Gurney School we are committed to working for quality and equality of opportunity for all our children. We recognise children as individuals with unique personalities, skills and abilities. We provide teaching which makes learning challenging, engaging and investigative to achieve greater breadth and depth of understanding and enables children to reach their potential.

We also recognise that within our school there are a number of children whose performance or potential is significantly greater than that of their peers. Therefore, we have the responsibility to meet the needs of these children and this policy outlines the identification procedures and provision made.

The aims at our school are to:

- identify the More Able, Gifted and Talented pupils
- provide them with a suitably differentiated and challenging curriculum through Building Learning Power and Bloom's Taxonomy
- provide opportunities for these children to be independent and creative in their learning
- celebrate high achievement.
- Recognise the range of talents that pupils at our school have

Identification

We identify our gifted and talented pupils as those who attain, or have the potential to attain, a standard substantially higher than other children of their age. Gifted and talented pupils will generally excel, or have the potential to excel, in one or more of the following areas:

- general intellectual ability
- creative thinking
- specific subject(s), e.g. maths or languages
- physical education
- the visual or performing arts
- interpersonal and social skills.

All members of staff are responsible for identifying pupils' abilities. Identification is a continuous process; a pupil may move on and off our gifted and talented register dependent on current levels of attainment.

We use a range of strategies to identify gifted and talented pupils, including teacher observation, the use of standardised test data and assessment information, work scrutiny, and discussion with pupils and parents. Once a pupil is identified as gifted and talented, he or she will be referred to the school's Gifted and Talented Coordinator.

Provision

Our gifted and talented pupils are supported via classroom differentiation, whole-school provision and out-of-school provision.

Classroom differentiation

In our classroom-based provision our goal is to ensure that:

- all teachers have high expectations
- all teachers design tasks that take account of prior knowledge, skills and understanding
- all lessons offer planned extension opportunities or challenging open-ended tasks to deepen understanding and experience
- all lessons provide opportunities for pupils to carry out independent learning and enrich their learning experience

Whole-school provision

Teachers use a range of flexible learning and teaching strategies to keep the most able children interested and provide them with challenge, such as higher order thinking skills, question, problem solving and independent learning. This takes place using a variety of methods, including setting, specialist teaching and extra-curricular activities. For example:

- lunch time and after school clubs offering various activities
- school competitions – Maths, ICT, Arts, Music, Poetry, Writing, Choir, etc.
- sports, inter-school tournaments, athletics event, swimming gala
- choir, orchestra and other instrumental groups
- drama productions
- guest speakers
- curriculum days, for example History Day, Roald Dahl Day, Anti-Bullying Day, etc.
- enrichment weeks, for example Science Week, Health School Week,
- extension timetabled sessions as part of the curriculum delivered by Support Teachers

Out-of-school provision

We provide gifted and talented pupils with opportunities to extend their abilities and develop their interests outside school. This takes place via, for example, facilitating entrance to national competitions in subject-related areas such as music, sports, art/craft or maths, and organising out-of-school enrichment activities and visits.

Monitoring our More Able, Gifted and Talented pupils

The progress of the More Able pupils will be monitored at half-termly Pupil Progress meetings and used to inform provision planning. We follow the principles of the Assess- Plan- Do-Review cycle, using assessment to inform provision and planning and then reviewing progress to once again inform planning and delivery.

Information on the More Able pupils will be provided on transfer between classes, key stages and between schools.

We keep a register of our gifted and talented pupils that is updated regularly. Monitoring activities include:

- regular monitoring of teacher planning and provision
- comparison of age standardised scores each year
- staff discussions and meetings.

Roles and Responsibilities

Class teachers are ultimately responsible for the progress and attainment of all their pupils. Class teachers will:

- take steps to identify the More Able, Gifted and Talented pupils using the methods identified in this policy
- assess the progress of the More Able, Gifted and Talented pupils through normal classroom and whole school assessment cycles
- plan and implement appropriate provision
- record strategies used in Pupil Progress Meetings documentation, medium and short term planning
- deploy TAs effectively and ensure they are familiar with the strategies and techniques that they may use when working with the More Able pupils
- review provision regularly

The More Able, Gifted and Talented co-ordinator (Miss Sara Manzoor) and the Headteacher will:

- ensure all staff involved with identified pupils know of their particular needs
- update colleagues on best practice or new initiatives as they arise and to meet staff CPD needs
- monitor the progress made by the pupils
- ensure that provision for the More Able, Gifted and Talented is reflected in scrutiny and moderation activity, pupils conferencing, lesson observations, work sampling and Pupil Progress Meetings.

The More Able, Gifted and Talented governor will:

- Oversight of policy and provision for the More Able, Gifted and Talented and review this through the Curriculum Committee.

Working in partnership with parents

The School actively promotes a culture of a school-parent partnership in order to enable each child to reach their full potential. Parents are warmly welcomed to speak to their child's class teacher, the AG&T co-ordinator or Headteacher through the school year to discuss any matter.

POLICY REVIEWED BY:

NAME: Evelyn Chua

DATE: 16.9.2016

REVIEW:

DATE: October 2018

APPROVED BY GOVERNING BODY:

DATE: 12TH Oct 2016