

# Meadow Lane Infant School Policy



## Policy for Gifted, Talented and More Able pupils

<b>Last reviewed</b>	<b>June 2014</b>
<b>Review Cycle</b>	<b>2 Years</b>

## **Mission Statement**

The Meadow Lane School Motto is 'Reach for the Sky and Be a Star!' Through this we encourage the children to achieve as well as they can, to enjoy positive relationships and to be able to use their potential and talents to the full.

Our Mission statement is agreed by the staff on a yearly basis and forms the foundation of everything we do:

*At Meadow Lane we provide a stimulating, fun, caring and secure environment in which the lives of the children are enriched to enable them to achieve their physical, emotional, academic and social potential. Ultimately, we aim to foster a joy for learning and for life and enable the children to make a positive contribution to society.*

## **Introduction**

This policy outlines the school's practice and procedures relating to the support of gifted, talented and more able pupils.

The policy outlines the way that the school:

- Identifies what "gifted, talented and more able" means
- Identifies the procedures used to support these pupils
- Provides support to staff so that they can meet the pupils' needs
- Tracks the attainment of these pupils in order to provide the education that they need.

## **Definition**

Able and talented children will be identified as those who are performing significantly above the expected level in one or more areas of the curriculum. The term 'Able' refers to pupils with high ability or potential in academic subjects. Talented refers to those with high ability in the expressive or creative arts or sports. The school recognises in line with DFE guidelines that "gifted and talented pupils are those pupils who achieve, or have the ability to achieve, at a level significantly in advance of the average for their year group".

We have identified the following areas as being the main areas of ability. We also seek to identify pupils who fit into both categories or could fit into these categories in the future and who are not fulfilling their potential.

1. intellectual (aspects of English, mathematics, science)
2. artistic and creative (aspects of art and design, music, drama)
3. practical (aspects of design and technology, mechanical ingenuity )
4. physical (PE, sports, dance)
5. social (personal and interpersonal, leadership qualities, working with adults)
6. a pupil who could be recognised as gifted or talented but who is presently not reaching his or her full potential

## **We recognise that all children are different.**

- Some will find learning easy - some will find it difficult
- Some will find it easy to get along with others - some will fall out more often
- Some will take responsibility in their stride – some will struggle to take it on
- Some will enjoy life to the full – some will find life puzzling and hard at times
- Some will have particular needs and need additional assistance

- Some will be ready to take on challenges – some will need help to persevere
- Some will have extraordinary talents and will need additional challenges

**We aim to bring out the best in all our children whatever their strengths and weaknesses by:**

- **providing an excellent curriculum** - relevant, meaningful and flexible
- **offering challenging activities** - stimulating, engaging and enjoyable
- **encouraging learners to be independent** – self-motivated and confident
- **teaching children to work together** - in groups and with partners
- **pointing children towards new learning opportunities** - after school and after hours
- **supporting parents/carers** in promoting their child's learning and development
- **being aware of factors affecting learning and achievement** - gender, ethnicity, bilingualism and social circumstances.

We believe that effective provision can be made for all children in our school, within and outside the classroom. Our curriculum is designed to be:

- stimulating, purposeful, relevant, well planned and differentiated
- delivered having regard to the individual learning styles of each child
- personalised to suit his/her needs and interests.

### **How do we identify children's special needs, gifts or talents?**

First, we find out exactly where children are on their learning pathway and then decide what they need to learn in order to move forward.

We listen to those who know the child to help us identify their abilities:

- **parents** - their observations and impressions
- **previous schools** - feedback from previous teachers and pre-schools
- **teachers** - their professional judgement on the child's class work and test results
- **specialist teachers** - information on sports, music, languages, etc
- **staff** – observing children's responses to opportunities to think and respond creatively, to take responsibility and to being routinely challenged
- **pupils themselves** – their own responses to their particular abilities and aptitudes and how they learn best

### **Teaching and learning**

We recognise that it is important for gifted, talented and more able pupils to work at an appropriate pace and depth in a variety of settings. Some of our able pupils grasp concepts quickly and are ready to move to the next or more demanding work; at times they may also require more time than others to complete work to their own satisfaction. Not all of our able pupils will be good at all subjects and this may mean that some gifted and talented pupils will work in different ability groups for different subjects. They may also work in a different class for some areas of the curriculum if this is felt to be appropriate.

As appropriate the teachers provide differentiated and personalised activities and a range of support and resources for gifted, talented and able pupils. This may include extension activities that are more demanding of their abilities or enrichment activities that provide new and different ways of working.

Class teachers, supported by Teaching Assistants, are responsible for the day to day assessment and the provision of learning opportunities for the children in their class. Teaching staff are aware of the need to counsel, encourage and challenge all of the children in their care and to plan lessons and activities that stimulate and encourage independent learning and a spirit of enquiry. Our teaching staff provide many

opportunities, additional to the nationally agreed curriculum, which enhance and extend the living and learning experiences of our children.

**We use:**

- **learning tasks** that start with what children already know, what they understand and what they can do; and which identify areas where children may need additional help
- **methods** that help children to take part in planning and evaluating their work
- **teaching styles** which are varied to support all learners
- **teaching staff** with high expectations and who ask challenging questions
- **extension opportunities** for the more able using higher order skills or open-ended tasks
- **thinking and study skills** and creativity is actively fostered
- **small group and paired work** including, when appropriate, ability groups
- **professional development for staff** to review and develop their awareness of the needs of children across the whole ability range

**Our programme of enrichment activities aims to widen children's horizons and provide opportunities for children to discover and develop their talents.**

**We provide:**

- **a wide range of after school activities** based on children's interests
- **an active School Council**, ECO team and playground pals to develop a sense of responsibility
- **ability groups/intervention programmes** for some activities/subjects
- **large and small scale productions** providing opportunities for children to perform
- **special weeks** - focus days and off-timetable weeks
- **workshops** - theatre groups, dance instructors, artists, etc.
- **specialist teachers** for music, PE and French
- **partnerships with the family of schools** allowing access to facilities and staff
- **people in the community** who we know can offer enrichment opportunities
- **displays** that create a positive ethos that focuses on success and achievement – and on the value of 'having a go'.

**We recognise that children learn a great deal from what they do outside school. We aim to provide children with information about what is on offer in the area to help them develop their skills and talents.**

For example:

- we encourage participation in local drama and dance groups
- we promote sports clubs and opportunities to follow hobbies
- we involve children in challenge days provided by local secondary schools.
- we work closely with our family of schools
- we attend festivals and celebrations with other schools

### **The role of parents and carers**

Parents and carers involvement is of paramount importance from the earliest stage and they are encouraged to be involved in the child's learning and the school aims to work in full partnership. The pupils are encouraged to share their work and ideas with their parents during open evenings, visits to the school and at home. Parents are invited to support their child during the time they are doing set homework, spellings or reading.

Parents and carers are informed about their child's progress at parents' evenings in October and March each year, but teachers and parents may request additional meetings. Parents / carers are welcome to contact members of staff at any time.

### **What do we expect of the children?**

Every opportunity is taken to encourage children to explore their own capabilities and to discover *'something they are good at'*. Children are frequently reminded that they should be active participants in their own self-development and learning; and that they should not merely discover *'something they are good at'*, but should also seek to *'become better at it'*.

Our children are encouraged to make the most of the full range of their abilities from within, and beyond, the opportunities we provide. We make available information about local centres of interest, workshops and activities in which they could participate. This is to encourage them to take an interest and become involved in the rich variety of activities on offer beyond the formal curriculum.

Children at Meadow Lane are encouraged to recognise and value the diversity of abilities, skills and qualities in their peers.

*'We are not all the same, but we are all of equal value.'*

### **Monitoring and Evaluation**

Our SENCo and Gifted and Talented Manager (Head teacher) assist in the identification of, and provision for, children with particular needs, giving advice and guidance to parents and staff.

We maintain a list of children with special educational needs and/or identified as being particularly gifted or talented in any area. This ensures that the progress of, and provision for, these children is monitored, so that all children achieve to the maximum of their potential, with the help of personalised plans and targets.

### **Links with other policies**

This policy has links to other policies in school. Copies of these policies can be found in the office or on the school network.

- Learning and Teaching policy
- Curriculum policy
- Assessment Policy
- Subject policies
- Chilwell Family Equality Policy
- Presentation and Marking policy

Staff reviewed : Nov 11, Oct 14

Date ratified: Nov 11, Oct 14

Date for review: Nov 13, Oct 16

Signed : ..... Head teacher