



Doxey Primary School

More able, gifted and talented

Date of Policy creation	February 2018
Policy lead	Kim Branson
Date of Policy adoption by Governing body	Spring Term 2021
Frequency of review	Every 3 Years
Review due	Spring Term 2024

Our Vision:

Doxey Primary School is an inclusive, positive learning environment that is part of the wider community. It delivers a values based curriculum that is inspirational and creative, providing children with exceptional opportunities to develop a love of learning for life. Ensuring that all our pupils leave with a strong set of values and the belief that they can, and will, achieve.

Learning values, achieving goals.

Our Values:

- Respect
- Self-belief
- Curiosity
- Perseverance
- Pride

Our vision and values underpin all of our policies and the education we deliver. This policy has been created to keep the children of Doxey Primary School safe, happy and to ignite a love of learning that will last for life



Doxey Primary School

Policy for more able, gifted and talented children.

Aims

- To identify a more able, gifted and talented cohort made up of 5 to 10% of children in each year group across the school.
- To provide opportunities for more able, gifted and talented children to learn in a supportive working environment which is low in stress and high in challenge.
- To provide enriching experiences that are enjoyable and challenging, within the normal classroom environment and curriculum.
- To provide opportunities for children to develop specific skills and talents, or fulfil specific needs.
- To develop links with other agencies which may support more able, gifted and talented children and provide opportunities beyond the classroom, where appropriate.
- To seek out opportunities for CPD for all staff in order to raise and maintain the profile of the more able, gifted and talented agenda.
- To recognise that many of our children are linguistically gifted and speak two or more languages, with English as an additional language.

Definition

- More able gifted and talented children are those who achieve, *or have the ability to achieve*, at a level significantly in advance of the average for their year-group, in our school. This may be across the range of academic subjects. These children may be the traditional 'all-rounders'.
- Gifted children are those who show high attainment or potential in a particular subject or subjects.
- Talented children are those who show high attainment or potential in the arts: creative, expressive, music, dance, drama, visual art, or PE and/or any sport.
- There may also be children who have exceptional social skills.

In order to ensure a broad definition of ability, gift or talent, we will use the Gardner (1983) model:

- General intellectual ability
- Linguistic ability
- Logical-mathematical ability
- Spatial ability
- Musical ability
- Kinaesthetic ability
- Intrapersonal skills (self awareness, organizational)
- Interpersonal skills (leadership, community).



Identification

There is no such thing as a typical gifted or talented child. Children can be gifted and talented at any age and stage and from any background.

Identification and assessment is a continuous, whole school process. So children may be identified as more able, gifted and talented at any time during their school career.

We focus on identifying more able, gifted and talented children through provision, but also employ a range of quantitative and qualitative methods:

- Teacher assessment and recommendations, observation and provision.
- Tests and assessment results e.g. foundation stage profiles, end of key stage tests, termly assessments, Salford reading tests
- Other sources of information e.g. Parents, carers
- Peer group
- Pupil self-awareness
- External advice

Provision

It is vital that provision reflects the diversity of the school population. We need to provide a rich, broad, balanced curriculum with a wealth of enrichment activities. This will encourage children to discover their abilities and talents.

Layer one provision (in school):

Good teaching is at the heart of provision for more able, gifted and talented children. All classrooms should provide an effective learning environment.

This may include:

- Open-ended questioning
- Structured and flexible group work and debate
- Investigative work
- Explicit teaching of thinking skills
- Activities differentiated to maximize the challenge for all children.
- Differentiate and additional support, which may include withdrawal from the classroom at times

Layer two provision (opportunities to work with other 'like' children from other schools)

This may include:

- Events organised at secondary schools locally
- Lego STEM events at Stafford College

Layer three provision: (one-off aspirational events.)

This may include:

- Young achievers Saturday workshops



Co-ordinating and Monitoring

The role of the co-ordinator is to:

- Keep a register of more able, gifted and talented children
- Co-ordinate the provision and identification of more able, gifted and talented children, supporting staff as necessary.
- Keep records of enrichment activities and flexible group support both in and out of school.
- Keep records of targets and progress of more able, gifted and talented children and evaluate their progress.
- Manage the allocated budget, suggest and organise resources.
- Report on the effectiveness of policy and provision or other aspects to SLT and/or Governors, when appropriate.
- Identify and uptake CPD opportunities for staff.
- Continue networking with other schools within LA
- Support transition for more able, gifted and talented children through Foundation and Key stages.

Monitoring

- Monitor effectiveness of provision in terms of progress and attitude.
- Monitor provision through teacher planning and children's books.
- Monitor provision through pupil voice and learning conferences.

Involvement of Parents, carers and children.

We inform Parents/carers as part of our regular parents meetings and informally at other times. We feel it is important that Parents are aware of their children's particular ability and that there are strategies and activities in place, not only to address this ability but also to stretch, motivate and challenge. Children's views are important to us and are collected through Pupil Voice interviews.