



Landulph School

More Able, Gifted and Talented Policy



In our school, we aim to provide learning experiences which allow all pupils to develop as confident, disciplined and independent learners, in order to achieve their full potential.

We respect the right of all children in our school, irrespective of differences in ability, to access the widest possible range of areas of learning and to develop the knowledge, skills, understanding and attitudes that are necessary for their self-fulfilment and development.

The term 'more able' refers to those children who have particular academic ability in one of the core subjects.

The term 'talented' refers to those children with a particular ability in one of the foundation subjects.

The term 'gifted' refers to those children who have an exceptional ability in any area of the curriculum.

Aims

The aims underpinning our approach to teaching and learning talk of embedding a love of learning; of raising levels of attainment for all pupils and of developing enquiring minds. This policy guides the way in which this happens for our more able, gifted and talented pupils.

Through this policy, we aim to:

- ensure that we recognise and address the learning needs of all our more able, gifted and talented pupils;
- enable our more able, gifted and talented pupils to develop their full potential;
- ensure that we challenge and extend our more able, gifted and talented pupils with appropriate work;
- foster independence in learning.

Identification

We use a range of strategies to identify more able, gifted and talented pupils. It is envisaged that at least 5-10% of pupils will be identified as more able or talented. We draw largely on two main types of information in our whole school meetings to determine those children who should be on the 'More Able, Gifted and Talented' Register.

Quantitative data

- Statutory testing at the end of Years 2 and 6.
- Informal and formal assessment across all year groups.
- Attainment within the Early Years Foundation Stage profile areas.

Qualitative data

- Informal teacher observations and assessment;
- work scrutiny;
- views of pupil;
- views of peers;

- discussion with pupils and parents – teachers discuss children’s progress and set targets with parents at consultation evenings, and report annually on progress;
- annual letter to parents requesting extra information about their child.

The identification process is ongoing and begins when a child joins our school in Foundation. As children progress through school, or join us at a later stage, we review their development to ensure that they are making appropriate progress in relation to their personal targets and the ‘Class Profiling’ procedure. This allows us to monitor our provision, and to ensure that it is targeted towards the most appropriate pupils.

For pupils with specific talents or those whose needs cannot be addressed during normal classroom practice or school-based out of hours learning experiences, we will endeavour to seek appropriate professional or specialist support. This will facilitate both identification and provision.

Teaching and Learning

Teachers in our school plan carefully to meet the learning needs of all our children. We have high expectations and give all children opportunities to show what they know, understand and can do. In doing so, we consider the current ‘Teaching and Learning Policy’.

Role of the Subject Leader

The subject leader considers the provision and practice for more able, gifted and talented pupils within the school. Other roles include:

- audit school’s practice and provision and review annually;
- support staff in the identification of more able, gifted and talented pupils;
- maintain the More Able, Gifted and Talented Register, updating as required;
- review and update this policy, within the school policy cycle;
- coordinate training for staff and Governors;
- provide support and advice for staff on teaching and learning strategies for more able pupils;
- liaise with teaching staff with regard to underachieving of more able, gifted and talented pupils;
- support liaison with parents of pupils on the able, gifted and talented register;
- maintain links with and report to the governing body;
- coordinate transition procedures;
- ensure monitoring of progress of children on the More Able, Gifted and Talented Register;
- attend appropriate training;
- monitor class profiling ensuring adequate progression.

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