



## **Leamington Federation** **Sydenham Primary School and Lighthorne Heath** **Gifted, Talented and More Able Policy**

### **Introduction**

This policy is for the reference of staff, parents, carers, governors, LA advisors, and inspectors.

It has been written by Jill Manley (SENDCO) in consultation with the staff and school senior leaders.

**Sydenham and Lighthorne Heath Primary Schools are committed to providing a high quality education to all of our pupils. We recognise all learners as individuals and are committed to providing a sufficiently challenging curriculum for all pupils.**

**We will provide opportunities to identify and in turn nurture those who are Gifted, Talented or More Able and in turn recognise and nurture those abilities and encourage them to be developed to the full.**

### **Definition of Gifted pupils**

This refers to the very small number of pupils in school who are extremely capable in a range of subjects or skills. It is likely that there is only a handful of these pupils in a school at any one time.

### **Definition of Talented pupils**

This term refers to pupils who have a talent in a particular subject or subject area, often creative such as music, art and sports. These pupils are achieving far higher than pupils of their age.

### **Definition of More Able Pupils**

This term refers to the small group of pupils in every class and year group who are working at a level that is higher than the majority of their peers. They excel in Key subjects and tend to do well in tests.

### **Aims**

At Sydenham and Lighthorne Heath Primary Schools we aim to meet the needs of Gifted, Talented and More Able pupils by providing:

- Staff who are committed to identifying and nurturing the abilities and successes of all pupils.
- An environment where all kinds of achievement are valued and celebrated.
- Support for Gifted, Talented and More Able pupils to cope socially and emotionally with their high ability. This will promote the development of their self esteem and confidence.
- Opportunities for Gifted, Talented and More Able pupils to develop their skills by offering a sufficiently challenging curriculum where they are encouraged to think and learn independently and creatively.
- Opportunity to become involved with enrichment activities both in and out of school which may encourage particular abilities.

- Liaison with parents/ carers of Gifted, Talented and More Able pupils to encourage consistency of attitudes and approaches.

### **Identification of More Able pupils**

By definition the term More Able refers to the pupils in every class who are working at a level higher than the majority of their peers. Every class will therefore have a group of pupils who are identified as 'More Able' and that this means More Able within that particular class or group at a particular point in time.

More Able pupils will be identified by the class teacher and SENDCO. These will be the highest attaining pupils at the start of each academic year based on previous teacher assessments in the key areas of reading, writing and maths.

### **Identification of Gifted and Talented pupils**

Gifted and talented pupils may show several of the following characteristics:

- Think quickly and accurately.
- Work systematically.
- Generate creative working solutions.
- Work flexibly, processing unfamiliar information and applying knowledge, experience and insight to unfamiliar situations.
- Communicate their thoughts and ideas exceptionally well.
- Be determined, diligent and interested in uncovering patterns.
- Achieve or show that they are able in a wide range of contexts.
- Be particularly creative.
- Show great sensitivity or empathy.
- Demonstrate particular physical dexterity or skill.
- Make sound judgements.
- Be an outstanding team member or leader.
- Be fascinated by or passionate about a particular subject or aspect of the curriculum.
- Demonstrate high levels of attainment across a range of subjects or within a particular subject or aspect of work.

A variety of means are used to identify pupils who are Gifted or Talented these include:

- Parents and carers.
- Previous schools and pre school provision.
- Specialists including Educational Psychologists.
- Information from previous schools
- Information from within school
  - Classroom observations.
  - Internal assessment.
  - Pupils' written work.
  - Pupils' oral work.
  - Extra curricular participation.
  - Feedback from specialist staff within school.
  - Response to opportunities.
  - Standardised test information.
  - Peer observation.

Regular monitoring provides information on the progress and achievement of these pupils.

The school holds a register of More Able, Gifted and Talented pupils which is updated at least half termly.

## **Provision for Gifted, Talented and More Able pupils**

### **Policy**

School Staff are responsible for following the policy on a day to day basis.

### **Classroom strategies**

#### *The learning environment:*

Like all learners More Able, Gifted and Talented pupils need frequent opportunities to apply their skills and understanding, and to develop their knowledge within a secure and flexible learning environment.

At Sydenham and Lighthorne Heath Primary Schools we aim to provide an environment where pupils' individual interests and learning styles as well as their independence and initiative are encouraged and supported.

High achievement in all areas will be encouraged and celebrated.

A supportive classroom will be provided where pupils are supported and encouraged to develop any talents and deal with pressure this may cause.

We encourage all pupils including Gifted, Talented and More Able pupils to reflect on their own learning and understand factors which help them make progress.

Gifted, talented and More Able pupils will also be encouraged to enjoy school life, all areas of their education and to engage socially with others both within and outside of school.

#### *Teaching and the Curriculum:*

Staff at Sydenham and Lighthorne Heath Primary Schools have high expectations of all pupils. Tasks set for pupils will be differentiated and challenging to the pupils they are aimed at.

Teachers and support staff will wherever possible ask open ended questions and encourage pupils to question themselves.

In planning for Gifted, Talented and More Able pupils teachers will consider the following:

Breadth: Varying the breadth of the objectives covered.

Depth: Making an objective more demanding, giving it greater complexity or abstraction.

Acceleration: Using objectives outlined for later years.

Independence: Pupils setting their own tasks, working with minimal support or extending ideas on their own.

Reflection: Pupils evaluating what they have achieved.

As a school we plan whole school activities which give more able, gifted and talented pupils opportunity to extend and develop their skill(s). We will also plan specific learning experiences for pupils identified as Gifted, Talented or More Able using internal staff and bringing in expertise from external adults where appropriate.

### Grouping:

At Sydenham and Lighthorne Heath Primary Schools, children are usually taught in mixed-ability groups, and their learning is differentiated by 'chilli peppers' or a 'mastery' approach, depending on the curriculum subject. The different numbers of chilli peppers indicate different levels of challenge: mild, spicy, hot and vindaloo. All of the different levels of challenge are available for all of the pupils, and they are encouraged to choose an appropriately challenging level of learning for themselves (to foster independent, positive attitudes to learning). Children receive some guidance and support, so that they are not choosing learning that is either too easy or too difficult for themselves. Children are also encouraged to challenge themselves by adopting a 'can-do' growth mindset. This has a positive impact on children's self-esteem, as pupils know that they are not 'fixed' in a particular ability group, but can tailor their learning according to their own needs across the curriculum. A mastery approach is characterised by whole class teaching, and predominantly adopted in mathematics lessons. Depth of knowledge is valued over speed of learning. High expectations are crucial – mastery is built on the belief that all children can achieve. Talented and gifted pupils are stretched through challenge and variation activities.

### Extra curricular areas

There is a variety of extra curricular opportunities available to pupils at Sydenham and Lighthorne Heath Primary Schools. These occur both in and out of normal school hours. We identify areas that will allow the development of special interests.

### Home liaison

We recognise that pupils benefit where teachers and parents/carers work in partnership. Teachers will liaise with the parents/ carers of gifted, talented and more able pupils at parents' evenings. Additional meetings will be available on request.

### Resources

The schools resources will reflect our commitment to recognising and supporting gifted, talented and more able pupils.

### Professional development

Opportunities will be provided for all staff through attendance and dissemination to experience suitable in-service training (INSET). Relevant and current information will be communicated to staff by subject managers.

### Roles and responsibilities

The school governors oversee the provision made for more able, gifted and talented pupils and work with staff to ensure that the policy is successful, effective and updated.

The Executive Head Teacher, SENDCO and Senior Leadership Team will monitor the policy and oversee its implementation throughout the school.

It is the responsibility of all staff to ensure that Sydenham and Lighthorne Heath Primary Schools encourages more able, gifted and talented pupils to develop and celebrate their skill(s).

**This policy was ratified:** September 2020

**And will be reviewed:** September 2022

**Signed by the Head teacher**

*Juliette Westwood*

**Chair of Governors:**

Richard Butler