



Academically More Able Policy

September 2021

Approved by the Governing Body Strategy Group 23/09/21

**This Policy is due for renewal in Term 1
2023–24**

ACADEMICALLY MORE ABLE, GIFTED AND TALENTED POLICY

OF

GODINTON PRIMARY SCHOOL

SECTION ONE – INTRODUCTION

1.1 In our school we aim to provide a curriculum that is appropriate to the needs and abilities of all our children. We plan our teaching and learning in such a way that we enable each child to reach for the highest level of personal achievement. This policy helps to ensure that we recognise and support the needs of those children in our school who have been identified as ‘gifted’, ‘talented’ or academically more able according to national guidelines.

1.2 In these guidelines the term ‘gifted’ refers to a child who has a broad range of achievement at a very high level. Those children who are gifted often have very well developed learning skills. The term ‘talented’ refers to a child who excels in one or more specific fields, such as sport or music, but who does not necessarily perform at a high level across all areas of learning. The term academically more able refers to a child who falls into the top 5% of achievement in the year group.

1.3 The number of academically more able, gifted and talented children varies from year to year but, as a rough guide about 5 per cent of our children are identified as ‘more able’, with a strength in one area or a range of areas and approximately the top 1 per cent of our children are ‘very able’, i.e. outstanding in one area or a range of areas.

1.4 We respect the right of all children in our school, irrespective of differences in ability, to access a number of areas of learning, and to develop the knowledge, skills, understanding and attitudes that are necessary for their self-fulfilment and eventual development into active and responsible adults.

1.5 The mission statement of our school talks of valuing the individuality of all our children. The aims of our school make specific reference to teaching and learning that takes into account the needs of all children. They also identify the commitment to giving all our children every opportunity to achieve the highest of standards. This policy guides the way in which this happens for our academically more able, gifted and talented children.

SECTION TWO – AIMS AND OBJECTIVES

Throughout this policy we aim to:

- ensure that we recognise and support the needs of our children;
- enable children to develop to their full potential;
- offer children opportunities to generate their own learning;
- ensure that we challenge and extend the children through the work that we set them;
- encourage children to think and work independently.

SECTION THREE – IDENTIFICATION OF ACADEMICALLY MORE ABLE AND GIFTED AND TALENTED CHILDREN

3.1 We use a range of strategies to identify gifted, talented and academically more able children. The identification process is ongoing and begins when the child joins our school. Each child's pre-school record gives details of their achievements and interests in particular areas. Discussions with parents and carers enable us to add further details to these records.

3.2 Children undergo assessments in the reception class. This gives information about their developing skills and aptitudes across several areas of learning. We discuss these with the parent, and use this information when planning for individual needs.

3.3 Each teacher reviews the children's progress and attainment regularly using a range of formative and summative assessment methods. These assessments help teachers to ensure that the children are on track with their progress. This is aided by discussions at pupil progress meetings which are held three times a year with the Assistant Head responsible for Inclusion and either the Headteacher or the Assistant Head for curriculum. We identify children as gifted and academically more able when they achieve significantly higher than average levels of attainment across the curriculum. Children who are identified as talented, exhibit particular skills in the areas of sport, art or music.

3.4 The children undertake statutory assessments in Year 1 (phonics screening), Year 2 (SATs) and Year 6 (SATs). Teachers also make regular assessments of each child's progress in all subjects of the National Curriculum. We compare the information from these tests with a range of national and Local Authority data, in order to ensure that each child is making appropriate progress. This data is used to inform whether children are identified as gifted or academically more able.

3.5 Children's talents are also identified by observations during lessons, extra-curricular activities and parent nomination that is then approved and agreed by the senior management team.

3.6 National and local criteria is used to assist in the identification of academically more able, gifted and talented pupils in different areas.

3.7 Parents put forward nominations for talented children in which they highlight areas of achievement outside school. These are updated every two years and moderated by the Senior Management Team. Parents also have the opportunity to discuss their child's progress and attainment with staff at parent consultation appointments.

SECTION FOUR – TEACHING AND LEARNING STYLES

4.1 Teachers in our school plan carefully to meet the learning needs of all our children. We give all children the opportunity to show what they know, understand and can do, and we achieve this in a variety of ways when planning for children's learning by providing:

- a common activity that allows the children to respond at their own level;
- an enrichment activity that broadens a child's learning in a particular skill or knowledge area;
- an individual activity within a common theme that reflects a greater depth of understanding and higher level of attainment;

- the opportunity for children to progress through their work at their own rate of learning.

4.2 Children meet a variety of learning strategies as they move through the school. Each strategy supports all children in their learning, but gives due regard to the more able and very able learner.

4.3 We teach the children in ability groups, within the classroom setting. Teachers regularly review the progress of children, and children move between the attainment groups as appropriate. This enables teachers to plan carefully differentiated work that reflects the band of ability in each group.

4.4 We offer a range of extra-curricular activities for our children based on the interests and expertise of staff available and the interest and demand from pupils. These activities offer more able and very able children the opportunity to further extend their learning in a range of activities.

4.5 Learning is also enriched through regular homework activities linked to the work being undertaken in classes in our termly homework Trails. **This offers teachers a further opportunity to set work at the level of individual children** and provides opportunities for creative thinking.

4.6 The children will also have the opportunity to experience a range of educational visits that further enrich and develop learning.

4.7 An extensive range of other enrichment opportunities are offered to extend learning. This includes visitors into the classroom or opportunities to participate in projects and activities with other schools.

SECTION FIVE – MANAGEMENT STRATEGIES

5.1 The Assistant Head for Inclusion, co-ordinates the provision and practice within the school for gifted, talented and academically more able children.

The School's Senior Management Team monitors provision in the following way:

- ensuring that the academically more able, gifted and talented register is up to date. This record maintains a list of those pupils who have been identified as academically more able, gifted, or talented.
- monitoring teachers' planning and pupil's work to ensure that suitable tasks and activities are being undertaken by more able and very able children across all curriculum areas;
- regularly reviewing the teaching arrangements for more able and very able children;
- Gathering feedback from staff during pupil progress meetings;
- Tracking progress of children who have been identified as academically more able, gifted and talented;
- supporting staff in the identification of more able and very able children;
- providing advice and support to staff on teaching and learning strategies for gifted and talented children;

- Liaising with parents and governors on issues related to gifted and talented children;
- collecting samples of work from academically more able, gifted and talented children, in order to demonstrate the standards that they are achieving. We use these examples to inform the process of identification of academically more able, gifted and talented children.

SECTION SIX – EQUAL OPPORTUNITIES AND RACIAL EQUALITY (Refer also to these specific policies)

All school policies have an explicit aim of promoting race equality and will be reviewed in terms of their contribution and effectiveness in achieving this aim.

Godinton School provides a broad and balanced curriculum for all pupils. The school accepts the three principles in the statutory inclusion statement for the National Curriculum:

Setting suitable learning challenges for all pupils

Responding to pupils' diverse learning needs

Overcoming potential barriers to learning and assessment for individuals and groups of pupils

We recognise that citizenship presents opportunities for encouraging respect for diversity.

Our curriculum co-ordinators are responsible for ensuring their subject programmes/schemes of work raise awareness of multi-cultural issues and challenge stereotypical views of different racial groups and nomadic communities. In the purchase of resources, our curriculum co-ordinators will ensure that materials reflect and celebrate ethnic and cultural diversity.

SECTION SEVEN – CHILDREN IN CARE (Previously known as Looked After Children)

As for all our pupils, Godinton Primary School is committed to helping every Child in Care (CIC) to achieve the highest standards they can. To this end staff will ensure that in delivering the curriculum they set suitable learning challenges of CIC, respond to the diverse learning needs of CIC, and help to overcome the potential barriers to learning and assessment for CIC. The Gifted and Talented coordinator will support staff in doing this within this subject.

SECTION EIGHT – MONITORING AND REVIEW

This policy is reviewed every two years and is monitored by the school's Senior Management Team as outlined in section five.