

Victoria Primary School

More Able and Talented Policy

Revised 2008 – 2009

*Our learning goal is to ignite
curiosity, motivate, challenge
and inspire us so that
together we aim for the stars.*

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More Able and Talented Policy

This document is a statement of the aims, principles and strategies for provision for the very able, gifted and talented child at Victoria Primary School.

RATIONALE

Our school will have, at any time, a number of extremely able, talented or gifted pupils, some of whom may perform at a level that well exceeds the level of others in their class or that expected for children in their age group. This may be in one or more areas of learning. Their performance will exceed that of above-average attainers and sometimes that of children described as well above average for their age.

Our definition of ability recognises academic, practical, creative, musical, physical, sporting and social performance. It also recognises that a child may possess this potential although performance may not currently reflect this.

We believe that provision is generally most effective when it is made within the classroom, through a stimulating, differentiated curriculum. We also recognise that in some cases, particularly with pupils talented in physical education and sport, music and performance that we need to work with external partners to meet their needs.

AIMS

The aim of this document is to ensure a consistent approach to the identification and support of the very able or gifted child through:

- An agreed, shared definition of the terms, "talented" & "more able"
- Identification of the talented or more able pupils as early as possible
- Meeting pupils' needs with a range of appropriate strategies
- Raising staff awareness of the range of strategies available to them
- Create a climate of learning throughout the school
- Working in partnership with parents/carers to enhance learning opportunities
- Making use of the wider community to enhance learning opportunities
- Appointing a Gifted & Talented Co-ordinator to co-ordinate the above.

ORGANISATION AND IMPLEMENTATION ARRANGEMENTS

1. Definitions

- "More Able and Talented pupil" refers to a pupil whose performance or potential performance:

Victoria Primary School

More Able and Talented Policy

- Substantially exceeds that of his/her peers in relation to national expectations
- Substantially exceeds that of their peers in relation to their age group in school

It describes pupils who:

- Perform extremely highly on standardised tests of ability, national tests or examinations
- Perform or who are potentially able to perform, at a level that substantially exceeds that which is expected for their age across a range of subjects
- Perform, or who are potentially able to perform, at a level that substantially exceeds that which is expected for their age in a particular area, including the creative and performing arts and physical activities
- "Gifted" pupils will include those of exceptional ability and talent who function at levels several years beyond expectations for their age or whose quality of performance is markedly superior to that which is usually encountered.
- Shows empathy for others at a level that substantially exceeds that which is expected for their age.

2. Identification is usually made by:

- Teacher nomination
- Audit of special abilities (formal or informal)
- Previous records
- Test results/teacher assessments
- Pupil's work
- Parental information
- Information provided by external agency (e.g. club or National Governing Body of Sport)

3. Assessment methods

- NFER tests
- In-house subject tests or assessments
- Response to increased challenge
- Response from external agency
- Teacher observation – questioning, marking and discussion

Once identified the class teacher/form tutor will work alongside the More Able and Talented Co-ordinators to validate this nomination with assessment data. If agreed

Victoria Primary School

More Able and Talented Policy

that the criteria are met, the child's name is entered in the register. During parent consultations there is discussion of the ways in which the child's needs can be met and how they can be supported. Pupils who have been identified and nominated by an outside agency, (e.g. sport) may require the coach/talent development officer to be present at such a meeting.

STRATEGIES FOR SUPPORTING THE ABLE CHILD

One or more of the following can be employed to meet the needs of the individual;

- Planning for differentiation
- The use of questioning to raise the level of challenge
- The teaching of thinking skills
- Fostering creativity
- Restructuring class organisation or pupil grouping
- Home-school partnerships
- Pastoral care & mentor support
- Support from beyond the school (e.g. music tuition/sports coaches, etc)

Modes of Working

The class teacher will:

- Take steps to identify the more able and talented pupils within their class as soon as possible
- Assess/gather data to support the nomination
- Liaise with the More Able and Talented Pupil Co-ordinator and parents/carers throughout the time the pupil is in their class
- Agree, plan and implement appropriate provision
- Review provision regularly

IT IS THE ROLE OF THE MORE ABLE AND TALENTED PUPIL CO-ORDINATORS TO:

- Liaise with class teachers
- Make the teacher aware of the assessment data required
- Collate the assessment materials and results
- Work with the teacher to support the pupil
- Contact parents and keep them informed
- Maintain the register of able & gifted
- Work with all parties to decide upon the strategies to be used to maximise learning and development

Victoria Primary School

More Able and Talented Policy

- Work with the teacher to plan provision
- Liaise with and arrange other agency referrals as appropriate
- Act as/ appoint a mentor if appropriate
- Review provision on a regular basis
- Liaise with the Head Teacher and Governing Body
- Review the effectiveness of the policy

Advice for Teachers

A pupil may be considered to be able if he/she meets a number of the following criteria:

- Speaks confidently
- Presents work neatly
- Uses a sophisticated vocabulary
- Is mature in outlook and attitude
- Reads early
- Was born September - December
- Possesses a good general knowledge
- Demonstrates high levels of skill or expertise
- Performs well in tests
- Appears interested
- Is confident
- Is sociable
- Has good spatial awareness
- Persists with work

A more able and talented pupil may be missed if he/she:

- Is quiet
- Work is untidy
- Is using English as a second language
- Is immature
- Is slow to read/write
- Has a summer birthday
- Has limited out-of-school experiences
- Is untidy or lethargic
- Is over-active or withdrawn
- Does not perform well in tests
- Appears bored or distracted
- Shows little confidence in self
- Has poorly developed social skills

Victoria Primary School
More Able and Talented Policy

- Is clumsy
- Shows little interest in improving performance
- Avoids work which requires effort or concentration

More able and talented pupils may be taking part in activities outside school that;

- are very demanding on their time and physical resources, e.g. dancers, swimmers, gymnasts. This can lead to tiredness and consequent under-achievement. It is vital that teachers work with parents and external coaches/tutors to implement appropriate strategies to deal with this.
- they consider to be potentially embarrassing to their peer group and/or teachers. They may wish to keep their involvement in the activity private even though it may demand a high level of time and commitment.

More Able and Talented Pupil Co-ordinators – Simon Husband and Judith Jones
This policy will be reviewed annually.

July 2008
Updated January 2009

This policy will be reviewed annually by the staff and the governing body curriculum committee.

Signature of headteacher: Date:

Signature of chairman of governors: Date:

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