



ST. ANDREW'S CHURCH of ENGLAND PRIMARY SCHOOL  
Gifted, Talented and More Able Policy

This Gifted, Talented and More Able Policy reflects St. Andrew's Church of England Primary School's Christian ethos and mission statement. It was written with our Christian values of Creativity and Wisdom in mind.

## **RATIONALE**

St Andrew's CE Primary School recognises and works at realising the potential of every child in our school. We consider that a commitment to meeting the needs of "**more able**" children contributes to the entitlement of all children to an appropriate education.

## **DEFINITION**

**Gifted** refers to children who are achieving or who have the potential to achieve significantly in advance of their peers in one or more academic subject. **Talented** refers to children who are achieving or who have the potential to achieve in advance of their peers in music, and art or any other creative subject. In this policy such children would be referred to as 'more able'.

## **AIMS**

Our aims of the policy are:

- To foster an achievement culture throughout the school
- To have an understanding that the curriculum for all will be extended by meeting the needs of the most able.
- To provide opportunities in each lesson for higher order thinking, problem solving and open ended tasks.
- To identify children achieving at a level significantly beyond their peers in a specific subject or subjects and ensure that all children receive an education appropriate to their needs.
- To identify children with the potential to perform in the creative arts at a level beyond their peers and to make appropriate provision which stretches them in this areas of strength
- To recognise under-achievement in more able pupils and make the necessary provision to reverse it.
- To ensure staff are appropriately trained and supported
- To audit and evaluate provision and compile and maintain a gifted and talented register.

## **PROVISION – DISTINCT TEACHING AND LEARNING PROGRAMME**

At St. Andrew's CE Primary School our aim is to meet the needs of more able pupils within their own class and year groups. This takes into account the possible social difficulties that may occur through differences in levels of maturity. Where it is deemed appropriate for children to work with older pupils this will be done sensitively with due respect to the pupil's

emotional and social needs. Our aim is to provide educational experiences that enrich rather than accelerate.

## **RESPONSIBILITIES**

The Headteacher will be responsible for:

- Overall implementation of the policy
- The depth and breadth of the curriculum
- Whole school assessment and monitoring systems
- Leading/facilitating staff in their provision for the more able

The Special Needs Co-ordinator (SENCo) and G&T Leader will be responsible for:

- Monitoring the agreed policy
- Compiling and maintaining an up-to-date register of more able children
- Co-ordinating provision for the children on the register
- Developing expertise in this area through appropriate training
- Monitoring curriculum planning which ensures differentiated provision
- Ensuring the transfer of relevant information to the secondary school

The Subject Leaders will be responsible for:

- Advising others of suitable strategies for extending the most able in the subject
- Purchasing and disseminating appropriate resources
- Assisting colleagues with differentiated planning
- Collecting examples of exceptional work
- Monitoring the performance of the more able throughout the school
- Recognising training and supporting needs of staff

The Class Teacher will be responsible for:

- Identifying the more able pupils in their class
- Identifying pupils who are underachieving or have the potential to be more able.
- Setting appropriate targets for the more able in the class
- Ensuring appropriate provision through differentiated planning
- Include opportunities for higher order thinking skills, problem solving and open ended tasks and questioning
- Using appropriate resources to challenge the more able
- Reporting to parents and others of the progress of the more able
- Monitoring the performance of the more able
- Recognising training needs

The Governors will be responsible for:

- Appointing a G&T Governor
- Approving the Policy for G&T pupils

- Monitoring the effectiveness of the policy and the performance of the more able pupils throughout the school via work scrutiny, classroom observation and discussion with G&T Leader
- Reviewing the G&T subject report.

### **INSET NEEDS**

The Headteacher will organise INSET sessions to enable teachers to develop resources and expertise in subjects identified. The SENCo and Subject Leaders will be encouraged to attend courses to improve their understanding of gifted and talented provision and to share with teachers from other schools

This Gifted and Talented Policy will be the subject of a review over 3 years.

Date policy implemented: March 2018

Date for review: March 2021

Signed:.....

Chair of Governors