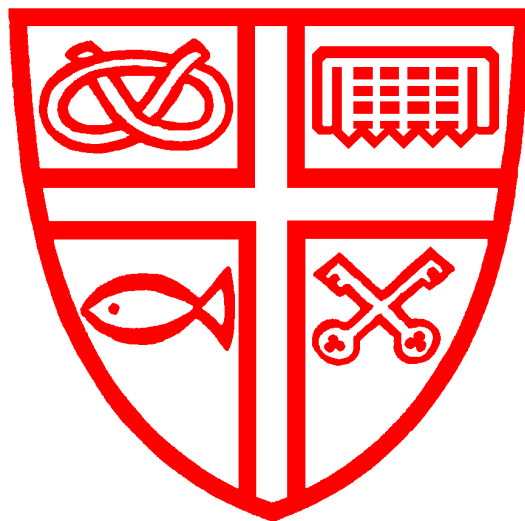


St Peter's CofE (A) Primary School

Love Christ
Love Learning
Love One Another



**Gifted and More Able
Policy**
July 2020

At St Peter's the life and teachings of Jesus Christ are at the heart of our school. Here pupils are valued, cared for and developed to their fullest potential; spiritually, intellectually and physically. The nurturing environment encourages and challenges the pupils to be creative, responsible, tolerant and have a love of learning to become citizens of the World who contribute to society. "You shall love the Lord your God with all your heart, and with all your soul, and with all your strength, and with all your mind; and your neighbour as yourself." Luke 10:27

OUR INTENTION

We believe at St. Peter's CE (A) Primary that we should provide for children of all abilities. Children deserve an education that challenges and motivates them to achieve their full potential and become independent learners. We endeavour to help pupils develop their skills and abilities intellectually, physically, artistically and creatively. All pupils should be given opportunities to achieve the outcomes that are key to well-being in childhood and later life. All pupils should be entitled to opportunities, which enable them to maximise their potential, achieve success in their work and relationships, and encourage them to value their own and others' achievements.

The curriculum and organisation of the school must allow each pupil to learn at a pace that is appropriate for them and more able pupils should be given the opportunity to study subjects to a greater breadth and depth using their curriculum knowledge to solve problems and investigate possibilities.

This document outlines our practice for working with the most able pupils and illustrates our commitment to them. We believe that every teacher and subject leader has an equal responsibility for identifying and supporting these children.

DEFINING MOST ABLE

Within school we use three different terms to describe our more able pupils: Gifted, Talented and Most Able.

Gifted - refers to a child of exceptional ability who possesses abilities so well developed and so far in advance of their peer group that the school needs to provide additional learning opportunities which develop, enhance and extend these abilities.

Talented - Refers to a child who excels in one or more specific fields, such as sport or music, but who does not perform at a high level across all areas of learning.

Most Able - A child who is working at a level above the expected level for their peers.

AIMS AND OBJECTIVES

- To promote the identification of More Able pupils, using a variety of methods of assessment.
- To ensure that all More Able children achieve their full potential.
- To provide a rich, challenging and differentiated curriculum in which More Able children can work at their own level and pace.
- To give opportunities, in all curriculum areas, to develop talents, creativity, work at greater depth and develop reasoning skills.
- To create an ethos where pupils can have and achieve the highest aspirations.
- To work in partnership with the home and school.

IDENTIFICATION

We expect to identify 5-10% of our pupils as most able. We aim to establish procedures for identifying pupils that are non-discriminatory. We also aim to identify children who have the potential to be on the register, but who are currently underachieving.

Children will be identified using a range of techniques:

- Analysis of information from ongoing teacher assessments and test outcomes.
- Standardised and scaled scored tests.
- Ongoing class based assessment -careful record-keeping, collation of evidence, e.g. samples of pupils' work by class teachers.
- Teacher observation of social and leadership skills.
- Discussion with colleagues and subject leaders.
- Observations and advice from subject leaders.
- Consultation with parents.
- Information received from previous schools.

CHARACTERISTICS TO LOOK OUT FOR

More able pupils are a diverse group and their range of attainment will be varied. They are more likely than most pupils to:

- 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 well.
- Be determined, diligent and interested in uncovering patterns.
- Achieve, or show potential, in a wide range of contexts.
- Be particularly creative.
- Show great sensitivity or empathy.
- Demonstrate particular physical dexterity or skill.

- Make sound judgements.
- Be outstanding leaders or team members.
- 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(s) of work.
- Are able to use a high level of mastery in order to work with the curriculum objectives taught.

It is important to recognise that not all highly able pupils are obvious achievers. Many actually under achieve – their potential is masked by factors such as frustration, low self-esteem, Special Educational Needs, lack of challenge, and low teacher/parent expectations. To enable these pupils to fulfil their potential, it is vital to give everyone in the school the opportunity to excel. As a school, we recognise that we need to be alert to any groups of pupils who may be underachieving and to assess the potential ability of these pupils. We are also aware of the need to ensure that particular groups are not under-represented.

PLANNING FOR PROVISION

We aim to:

- Create an ethos where it is OK to be 'bright' and where pupils feel good about achieving excellence.
- Encourage all pupils to become independent learners.
- Provide a wide range of resources to accommodate the needs of able pupils.
- Offer opportunities for the able pupils to work independently or with older pupils of the same ability.
- Celebrate achievement.
- Involve pupils in decision-making, for example as members of the school council encourage pupils to carry out extra research work.
- Encourage pupils to participate in out of the classroom activities.
- Promote an atmosphere of inclusiveness where any negative stereotyped generalisations about gifted, most able and talented pupils are challenged.
- Ensure that provision of gifted, most able and talented pupils is embedded in all aspects of school life.
- Support the effective transition of gifted, most able and talented pupils to the next stage of education.
- Encourage parents and carers to be aware of their role in supporting and encouraging their child's learning by recognising their child's interests and abilities, providing resources and opportunities at home and setting realistic targets.
- Promote celebration of achievements by asking parents to inform the school if their child has an out-of-school award etc.

- We focus on providing opportunities for greater depth and mastery within our curriculum. We want to see how a child can apply the curriculum and the skills they have learnt to a range of challenges, activities and problem solving tasks.
- The school provides a whole range of extra-curricular activities for all pupils and will endeavour to provide activities that enable gifted and talented pupils to extend and challenge their skills.

WHOLE SCHOOL STRATEGIES

Whole school strategies currently available are:

- Targeted pupil feedback in maths, reading, writing and science that encourages greater depth.
- Differentiation according to the learning needs of the individual.
- Enrichment and extension activities which add breadth and depth to the curriculum.
- Accelerations where appropriate.
- Setting and separate pupil groups where appropriate.
- The encouragement and celebration of special abilities and individual achievements through whole school assemblies where children are commended and awarded certificates.
- School productions, church services, pupil led worship groups, dance performances and class assemblies to challenge and extend the more gifted artists, singers, dancers and actors.
- Enrichment days, as well as cross-curricular projects, when the normal timetable is suspended and pupils are offered challenge and responsibility.
- After school clubs to extend the curriculum further.

Parents, carers and schools working together can significantly enhance a child's experience of education and effective partnership and will be based on the development of trust, and on each partner valuing the other.

CLASS BASED STRATEGIES

We acknowledge the importance of establishing the prior knowledge, understanding and skills pupils have to avoid unnecessary repetition of work, which can be demotivating. We are also alert to the pupils who are very able but who are underachieving.

Through effective planning, assessment, record-keeping and liaison with children's previous teachers we aim to:

- Provide problem solving and investigation activities to develop reasoning, questioning and thinking skills.
- Identify appropriate objectives and have explicit gifted and talented or most able activities identified in planning across the whole curriculum.

- Encourage all children to become independent learners and discerning questioners by: - organising their own work - carrying out unaided tasks which stretch their capabilities - making choices about their work - developing the ability to evaluate their own work and so become self-critical.
- Analyse attainment data in order to identify those pupils who have the potential to reach high levels of performance.
- Establish what the children have done previously in order to prevent repetition provide challenges through high-quality tasks for enrichment and extension.
- Differentiate appropriately and plan work so that there is extension material for the most able children.
- Set differentiated homework if appropriate.
- Ensure pupils achievements match their potential ability, taking into account the schools' performance data as well as information from its own pupil tracking.

MONITORING

Monitoring will take place by:

- All teachers are involved in identifying able children annually as a whole school Process.
- All teachers will assess the progress of pupils through normal classroom practice and whole school assessments.
- Monitoring done by the Senior Leadership Team and individual subject leaders will ensure that the whole school curriculum meets the needs of the able, gifted and talented.
- Subjects leaders who also analyses and collates the results of national and school- based tests, which provide valuable information for future planning.
- Lesson observations across the curriculum will ensure the correct provision for the most able pupils in our school.

Policy share with staff September 2020

Policy shared with Governors September 2020