



L.E.A.D. Academy Trust

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Forest Lodge Academy Gifted, Talented and More Able Policy

Review frequency: Annually

Approval: Governing Body

Date: April 2018

Policy for Gifted and Talented Children 2017-2018

Introduction

In our school we aim to provide a rich and varied curriculum that is appropriate to the needs and abilities of all our children. We value all children equally and endeavor to ensure that each child should have the opportunity to realize his/her potential in a challenging and supportive environment. We respect the right of all pupils in our academy, 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-fulfillment and eventual development into active and responsible adults.

The aims of our academy make specific reference to teaching and learning that takes into account the needs of all pupils. They also identify the commitment to giving all of our pupils every opportunity to achieve the highest of standards. This policy guides the way in which this happens for our very able and/or talented pupils and helps to ensure that we recognize and support the needs of those children in our school who have been identified as 'Gifted', 'Talented' and 'More Able' (G, T & MA) according to national guidelines.

The term '**Gifted**' refers to children who have the ability to perform at well above the expected standard (compared with national expectations) in academic subjects, such as English and mathematics. In school assessment, these children will be working at the secure+ statements of their year group or working above their year group stage.

The term '**Talented**' refers to children who excel in one or more non-academic fields, such as sport or music, mechanical ingenuity, leadership, social awareness or creativity.

The term '**More Able**' refers to children who have the potential to or are working at the higher steps of, or just above, the expected standard. In school assessment, these children will be working at the higher ends of the year group stage e.g. secure.

Identification

Before identifying any pupil as being gifted, talented or more able in a particular area, we aim to ensure that all children and young people have had the opportunity to learn and succeed in this area. This makes the identification process fair. Identification of pupils as gifted, talented or more able is a judgement which applies to the current class/academy context and refers to the current level of performance only. This means that 'at this time this pupil is showing ability in a particular area'. Identification at our academy does not necessarily mean that in another academy or context the pupil would be identified.

A very able or talented pupil should be identified using a variety of methods. The specific procedure will vary according to subject area but will include elements of the following:

- Teacher nomination
- Assessment results
- Specialist teacher identification
- Parental nomination
- Peer nomination
- Self-nomination

Each year Forest Lodge Academy will draw up a register of gifted, talented and more able pupils; this list will be kept under review. Provision for very able and/or talented pupils will be tracked on Forest Lodge Academy's Provision Map.

Aims and Objectives

Through this policy we aim to:

- ensure that we recognize and support the needs of our children by using agreed criteria for identification.
- ensure that we challenge and extend children through the work that we set by supporting teachers to develop appropriate provision for G, T & MA children.
- encourage children to think and work independently through developing appropriate teaching and learning which offers challenge, support and uses effective thinking and questioning techniques.

Management and Organisation

The Gifted, Talented and More Able Coordinator is responsible for managing provision across the school. This includes:

- ensuring that this policy reflects practice and is updated regularly (annually annotated).
- ensuring that the G, T & MA register is up to date.
- monitoring teachers' planning to ensure that suitable tasks and activities are being undertaken by identified children across all curriculum areas and observing lessons for such
- monitoring planning to ensure extensions are planned for across all curriculum areas.
- regularly reviewing the teaching arrangements and provision for more G, T & MA children.
- monitoring the progress of identified children alongside SLT and subject leaders.
- training and supporting staff in identifying and providing for their G, T & MA children.
- keeping up to date with national and local agendas to ensure that school staff are informed of new developments.
- providing advice and support to staff on teaching and learning strategies for identified children.
- measuring impact of training through monitoring and observations.
- liaising with children, parents/carers, governors and LEA consultants, evaluating practice and provision and collecting their views.

- collecting evidence of children's work to identify standards being achieved which will inform further development.
- writing and reviewing an action plan to develop G, T & MA in line with the School Improvement Plan.
- working with SLT to adjust provision to meet changing needs.

The Gifted, Talented and More Able coordinator will also work closely alongside the PE teachers/subject coordinators to ensure consistent monitoring and provision for children talented in that area.

The role of each class teacher is to:

- identify G, T & MA pupils across in their class using agreed definitions.
- submit the names of G, T & MA students to the Gifted, Talented and More Able Coordinator on a bi-annual basis.
- plan and differentiate lessons that will motivate, challenge and extend the able, gifted and talented pupils in their class.
- record extension tasks clearly on planning.
- ensure marking and feedback are appropriate for each child's ability, including targets
- monitor pupil progress formally and informally on a regular basis.

Staffing and Staff Development

To support and develop understanding of Gifted, Talented and More Able teaching and learning within our school, we will:

- act on the areas identified in the action plan.
- release coordinators to develop their role professionally within school and by attending relevant courses, conferences and network meetings.
- provide INSET for all staff to guide and support appropriate provision for G, T & MA children.

Curriculum - Planning and Provision

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

- A common activity that allows pupils to respond at their own level;
- An enrichment activity that broadens learning in a particular skills or knowledge area;
- An individual activity within a common theme that reflects a greater depth of understanding and a higher level of attainment;
- The opportunity for pupils to progress through their work at their own rate of learning.

Pupils meet a variety of organisational strategies as they move through Forest Lodge Academy. Each strategy supports all learners in their learning, but gives due regard to the more able and very able learner.

In line with guidance from the new National Curriculum, pupils who grasp concepts rapidly should be challenged through being offered rich and sophisticated material before any acceleration through new content. All staff are expected to teach this mastery curriculum: that is that they ensure children are working on a cycle of new learning, consolidation and then deepening knowledge to become secure in taught objectives. Therefore, challenge for children may not come from extension or extra activities, but through differentiation and the depth of learning required.

Those who are not sufficiently fluent with earlier material should consolidate their understanding, including through additional practice, before moving on. Only children identified as appropriately gifted will be allowed to move on to the next year group's objectives. More Able and Gifted children are not always expected to begin the lesson at the same point as other children – if they do not need to experience 'new learning' with the rest of the class, the teacher is expected to provide activities to address this. All children should experience 'the pit' of learning: there should be a gap between the objective given and the current ability of the child in order that they bridge this gap and progress.

Within weekly and medium term plans, provision for Gifted, Talented & More Able children will be explicitly identified in:

- weekly plans to include extension activities that offer breadth, depth and challenge.
- medium term plans to include an additional focus/activity for G, T & MA children where appropriate.
- all plans to include effective questioning and use techniques to promote thinking skill

In addition to whole school provision, special consideration will be given to G, T & MA children. In order to achieve this school will:

- provide extracurricular activities aimed at G, T & MA children.
- offer information on outside agencies for children who demonstrate outstanding ability,
- give opportunities for children to work with visiting specialists.

Extracurricular activities for G, T & MA children are constantly being developed within school and currently include:

- a 'Media Club' run by the Gifted, Talented and More Able coordinator for more able children in Years 4-6 and the tech team.
- An 'art' club run by 2 teaching staff for children identified as talented at art.
- A 'Magic Maths' club run by the Magical Maths company for KS2 (maths budget used to fund places).
- A 'performing arts' club in both KS1 and KS2 run by the performing arts coordinator.
- A football club (boys) who receive additional training out of school.
- A KS1 'coding' club run by KS1 ICT coordinator
- Sports events and workshops organized by the PE coordinator for children talented at sports e.g. tennis, gymnastic, cricket, golf etc.
- Musical opportunities including mixed string and wind instrument lessons, steel pans, piano, ukulele and guitar run by teaching staff and outside agencies. The school also has an orchestra for Years 4, 5 and 6 who perform at termly music mornings.

Funding has also been used to give G, T & MA children additional opportunities such as paying for them to attend a half-term gymnastics workshop or using maths funding to pay for children to attend a 'Magic Maths' club.

Equal Opportunities

In order to fulfill our inclusion policy we will ensure that our G, T & MA register reflects our school population and that there is a balance of age, ability, gender, ethnicity and social status. We will ensure that each subject leader is aware of standards for G, T & MA children and knows which children have been identified in their specific area.

We will use the PIP model to select children and offer suitable provision.

P = Provide for all

I = Identify those with ability

P = Provide appropriate breadth and challenge.

Assessment and Recording

Teachers will carry out assessments and keep records for all children including G, T & MA children. The impact of AfL training and strategies will help teachers and children to identify aspects of their learning and areas for improvement. This information will assist the coordinator to monitor and evaluate gifted and talented within school.

Monitoring and Evaluation

Using the action plan as guidance for developments the coordinator will:

- monitor progress of G, T & MA children using teacher data.

- analyze results annually to ensure that progress is being made and that high achievers are reaching their potential, challenging any underachievement
- monitor standards in subjects.
- collate evidence through samples of children's work or photographs of any specialist provision.

Resources

- Milestones, White Rose, NCETM documents are all used to pitch learning high for all
- Banks of resources have been given to teachers to support G&T in all areas.
- Curriculum subject leaders will also provide resources to challenge children.
- Teachers have been encouraged to create challenge boxes for their Gifted and More Able children including subject challenge cards, wordless books, Thunks etc.
- Staff use the Bloom's Taxonomy model of thinking to encourage open and original approaches and thinking.
- Subject-specific resources e.g. maths and English provide materials, ideas and activities for challenge.