



Policy title:

Most Able and Gifted and Talented

Ratified by Standards
Committee 23rd Nov
2015

Signed:

Introduction:

This policy defines how we identify children as 'most able' and / or 'gifted and talented' as well as the provision that is available for them.

Definitions:

Most able is defined by the Department for Education as the top 10% of children in each year group. This top 10% is regardless of the overall ability profile of the year group and it will therefore vary between cohorts and schools. Children identified as being in the top 10% most able group one year may not necessarily be in the top 10% the following year as cohorts change. Similarly, a child who transfers to another school may not be in the top 10% most able group there. Therefore, this is a fluid and relative definition.

Gifted learners are those who are significantly ahead and are working at least two years above the average age expectation in one or more academic subjects such as maths and literacy.

Talented learners are those who have particular abilities in sport, music, design or creative and performing arts. It includes those who are vocationally and socially gifted. Other skills such as leadership, social skills, decision making and critical / creative thinking are also considered when identifying talented learners.

Identification:

Children will be identified as being most able based upon data analysis (from Target Tracker) and professional judgement. The Register will be updated at the end of the academic year in order to ensure suitable provision, continuity and the transferral of information.

Children who are gifted and / or talented will be placed on the appropriate register as their gift / talent becomes apparent. This may be through information given to the school by parents, teachers of extra curricular clubs/activities or through class teaching.

Parental Involvement:

Parents of children who are identified as most able will be informed of their child's attainment and / or acquisition of skills and the approaches taken by staff to extend learning.



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The gifted and talented register is reviewed as necessary but it is anticipated that once children are placed on this register they will remain on it. The school will communicate with parents any external opportunities for extension activities relevant to gifted / talented pupils both locally and nationally. It may be suggested that parents find appropriate clubs or provisions to support their child outside school.

Provision:

Most able / gifted provision will depend on the individual learning needs of the pupil. In relation to most able children, good quality first teaching, which includes appropriate differentiation, will provide the right level of challenge for that child. Opportunities for open ended tasks (including thinking skills, problem solving and using and applying knowledge) are routinely planned for. As our school has mixed year group classes, children from the younger year routinely work within the objectives of the year above. Throughout the year, other additional groups may take place focusing on specific skills in literacy and maths. The school will enter children into activities that develop their skills and knowledge base. Peer coaching may also be used where appropriate. When appropriate, children may access teaching in the next class.

The school will facilitate opportunities for talented children to participate in activities outside of school which further their gift or talent. This may involve granting authorised absence from school.

Celebration of Individual Achievements:

We provide opportunities for children to share and celebrate their achievements from both within school and outside school activities including whole school merit assemblies and time within classes. There will also be opportunities from time to time for children to showcase their talents to other children and parents.

Management:

One teacher co-ordinates the provision and practice for the most able children in school and will be responsible for ensuring that the registers are up to date and reviewed. Lesson plans will be reviewed regularly by all teachers at staff meetings to ensure that the most able are being appropriately planned for.