



## Shinfield St Mary's C of E Junior School

### *More Able, Gifted and Talented Children Policy*

#### **Mission Statement**

Everything we do in our school is driven by our values – those that have been determined by our community as representative of our Church of England School, as well as those that have been identified as quintessentially British by our government – tolerance, democracy, and the rule of law. We believe everyone is precious in the sight of God and we value the individual gifts brought by each and every member of our community. At Shinfield, we include the following as our most important values, the greatest of which is love: creativity and collaboration, hope and honesty, inclusion and individuality, love and loyalty, determination, respect, enjoyment and nurture. The initial letters of our values spell out the word 'CHILDREN' – and this is what we're about – developing happy, well-educated and well-rounded young people, able to cope with the challenges of life in the global economy in the years to come.

#### **Document History:**

<b>Version</b>	<b>Issue Date</b>	<b>Comments</b>
1	May 2011	
Reviewed	May 2015	Reviewed and approved
Reviewed	May 2017	

Signature of Headteacher: .....

Date: .....

Signature of Governor: .....

Date: .....



## ***More Able, Gifted and Talented Children Policy***

### **Mission Statement and Aims**

As stated in our Mission Statement, we aim to develop each child's potential in all areas. We celebrate children's individual gifts and talents and actively encourage achievements; providing a curriculum that is appropriate to the needs and abilities of all our children. We are committed to providing an environment which encourages all children to maximise their potential.

### **Objectives**

- To identify and encourage more able, gifted and talented pupils using a range of informal and formal strategies
- To identify and address barriers to pupil underachievement
- To provide appropriate methods of assessments, which support the provision of personalised learning for more able and gifted and talented children
- To foster the development of well rounded and balanced individuals both intellectually and socially
- To encourage independent and autonomous learning where children use their own initiative
- To work in partnership with parents, carers and the wider community to promote and support pupil's learning and development
- To provide stimulating learning experiences for all pupils which enrich, broaden and accelerate learning
- To use a variety of teaching methods, ideas, resources and tasks that motivate, challenge and support the learner
- To encourage pupils to reflect upon their own progress in learning and to understand the factors that help them to make progress
- To track, analyse and act upon pupil performance data to ensure all children reach their full potential.

### **Definition:**

The Department for Children, Schools and Families' definition of Gifted and Talented: (Top 5-10% in school)

**Gifted:** describes students who have the ability to excel academically at a significant level in advance of their peers in all areas of the curriculum or in a limited range. They will show a combination of a number of the following characteristics.

- Highly developed literacy skills
- Logical reasoning ability
- Imagination and creativity
- Ability to link concepts and ideas
- Ability to question ideas and concepts

- Ability to apply what they know in new contexts
- Wide reading
- Wide general knowledge
- Excellent memory skills
- Humour
- Proficiency at problem solving
- Interpersonal skills
- Intrapersonal skills
- Bodily/kinaesthetic skills
- Rapid assimilation of material
- Focused concentration on specific tasks
- Persistence, determination and high standards
- Musical ability
- Keen observation
- Leaderships qualities
- Intellectual curiosity

**Talented:** describes students who have the ability to excel in practical skills such as; sport, leaderships, artistic performance. The specifically talented will show the above characteristics in a particular subject area.

### **Identification**

A range of strategies are used to identify the more able, gifted and talented children in school. These include:-

- Teacher assessment: summative and formative e.g. SATs and optional qca tests, NFER non verbal reasoning tests
- Teacher observation and annotated school work
- Discussion with parents, carers and outside agencies
- Pre-school , Infant school and background knowledge
- Achievements in extra-curricular activities
- Tracking and pupil progress reports

The register of more able, gifted and talented is regularly updated by the SEN Co-ordinator.

### **Provision**

The school aims to provide:

- An effective learning environment where contributions made by all pupils are recognised, differences are acknowledged and enthusiasm for learning is fostered
- Personalised and appropriate learning, ensuring enrichment, extension, challenge and enjoyment
- Tasks that develop thinking, problem solving and higher order skills taking into account learning styles
- Learning beyond the classroom within and beyond the school, in the community

## **Monitoring, Co-ordinating, Assessment and Evaluation**

The SEN Leader co-ordinates the provision and practice within the school for more able, gifted and talented children. His/her role includes:

- Ensuring the register is kept up to date
- Liaising with parents, Governors and LEA officers on issues related to more able, gifted and talented children
- Provide advice and support to staff on teaching strategies
- Support staff in the identification of the more able, gifted and talented children
- Regular reviewing the provision and progress made by the more able, gifted and talented children
- Arranging appropriate INSET and other training required for staff

All class teachers are responsible for planning to meet these pupil's needs through appropriately differentiated work, enrichment and extension activities.

Associated Policies

Equal Opportunities

Assessment

Teaching and Learning

SEN

Policy Reviewed May 2017

Review Date May 2019



### Rapid Checklist for Identifying More Able Pupils

Rapidly – without thinking too much – write on the names of the pupils in your class who spring first to mind as you consider the descriptions below. It is not essential that every description has a name attached to it.

<u>Description</u>	Names
Proactive	
Wide general knowledge and contributes wealth of ideas and information	
Artistic talent – sensitive to colour, line, shape and form	
Intense curiosity	
Sees relationships	
Stream and 'why' and 'how' questions	
Feeling for words	
Shows empathy with other	

<b><u>Description</u></b>	<b>Names</b>
Bored by repetition	
Instinctive learner – dislikes rote memory tasks	
Outstanding athletic skills	
Excellent sense of rhythm	
Imaginative tune making	
Creative, original thinker	
Asks challenging questions	
Self-directed	
Uses language confidently and creatively	
Absorbed in books	
Wide vocabulary	
Speculates, suggests and predicts	



**Parental Information Form for More Able, Gifted and Talented Pupils**

At Shinfield St Mary's CE Junior School, we aim to fulfil the potential of all children. We recognise the benefits of working closely in partnerships with parents and carers who are the first educators in a child's life. Where there are close home school links, the results have a positive effect on a child's learning and development.

When pupils enter our school, they have various needs and abilities. They also have various skills which all need to be nurtured throughout their time at the school. It is our job to provide valuable high quality learning experiences which ensure that each child reaches their potential and is challenged.

As a school, we are keen to develop our systems for the recognition of, and provision for the Able, gifted and talented children in leaderships, organisational, physical, social, artistic and musical skills.

If you feel that your child has shown signs of advanced skills in the areas above, please complete the form below, giving examples, achievements and area of skill and return to the school office.

Thank you

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Childs' Name \_\_\_\_\_ Date: \_\_\_\_\_

Date of Birth: \_\_\_\_\_

Area of skill	Examples, comments and achievements