

# **YSGOL GYNRADD CREIGIAU PRIMARY SCHOOL**

## **More Able and Talented Policy**

### **Introduction**

In Ysgol Gynradd Creigiau Primary School we aim to provide a curriculum that is appropriate to the needs and abilities of all our children. We recognise that each child is unique, displaying a range of intelligences and abilities. We plan our teaching and learning in such a way that we enable each child to develop their full potential academically, socially and spiritually.

We respect the right of all children in our school, 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-fulfilment and eventual development into active and responsible adults.

The aims of our school include valuing the success of all our children and make reference to using a variety of methods of teaching and learning to provide equal opportunities for all. They also identify the commitment to giving all our children every opportunity to achieve the highest of standards. This policy guides the way in which this happens for our more able and talented children.

### **Definition**

The terminology our school uses to define our higher achieving pupils is:

#### **'More Able', 'Gifted' and 'Talented'**

- More able pupils are those identified as being above the core of the class in any curriculum area. Those children who are more able often have very well-developed learning skills
- Gifted pupils are those who have the ability to excel academically in one or more subjects such as English, Welsh, Mathematics, History etc.
- Talented pupils are those who have the ability to excel in practical skills such as sport, DT, leadership, music, artistic performance etc. but who does not perform at a high level across all areas of learning.

We will strive to identify those gifted and talented pupils who have the potential to achieve, but do not regularly demonstrate high achievement and we will seek to identify barriers to that achievement and help the pupil overcome them.

## **Objectives**

Through this policy we strive to:

- Ensure that we recognize and support the needs of our children
- Enable children to develop to their full potential
- Offer children opportunities to generate their own learning
- Ensure that we challenge and extend children through the work that we set them
- Encourage children to think and work independently
- Use appropriate assessment of children's abilities and needs
- Link with other agencies that may help the development of identified children

## **Identification of Able and Talented pupils**

In identifying able and talented pupils, we make use of hard data, the results of end of Key Stage Assessments and a wide range of qualitative data, including teacher assessment, pupil observation and the examination of their work. The school makes sure the identification process is rigorous, transparent and fair. We do not discriminate against any group of children and include pupils who arrive after Reception and are late developers. Where attainment is not high but there are indications of potential high ability, the school strives to identify that potential and nurture it.

Our aim is to build a comprehensive picture of each child's ability. When an able and talented pupil is identified through teacher assessment and professional judgement, further assessment will be carried out through:

- Discussion with colleagues
- Analysis of information from L.E.A. initiated reading, non verbal and mathematics tests in Year 3 to 6
- Continuous assessment using open/differentiated tasks
- Careful record-keeping, collation of evidence, e.g. samples of pupils' work
- Consultation with parents

The names of pupils identified as more able, gifted and talented in our school will be recorded on our Gifted and Talented register so that their progress can be specifically tracked. Pupils may be identified at any time, as talents may become apparent as the year progresses or as learning opportunities evolve. Gifted and talented pupils on the register are those who achieve, or who have the ability to achieve, at a level significantly in advance of their age related expectations. We identify children who are more able, gifted and talented for Literacy, Maths and other curriculum areas. Once identified pupils will remain on the register unless they cease to meet the criteria for nomination. The register is updated and reviewed by staff on a termly basis.

## **School checklist for identifying very able and gifted children**

- Learns easily
- Original, imaginative, creative
- Persistent, resourceful, self-directed
- Inquisitive, sceptical
- Informed in unusual areas often beyond their years
- Artistic
- Outstanding vocabulary, verbally fluent
- Musical
- Independent worker, shows or takes the initiative
- Good judgement, logical
- Versatile, many interests
- Shows unusual insights for his or her age
- Shows high level of sensitivity, empathy
- Exhibits unusually extroverted or introverted behaviour within a group
- Unusually high motivation and self-expression
- Speed and agility of thought and preference for verbal rather than written expression
- Shows leadership qualities
- Socially adept
- Physical

It is not necessary for all indicators to be present.

## **Teaching and learning style**

Teachers in our school plan carefully to meet the learning needs of all our children. Pupils are aware of their individual targets and we give all children the opportunity to show what they know, understand and can do, and we achieve this through planning a variety of strategies and challenges to develop children's learning.

## **Classroom strategies**

- Helping children to establish what they already know, and what they can learn
- Building on what is known and avoiding unnecessary repetition
- Developing independent learning skills, particularly research, questioning and thinking skills
- Providing opportunities for independent learning and individualised learning approaches
- Allowing different starting points
- Setting open-ended tasks
- Asking open-ended questions
- Encouraging discussion before recording and writing
- Encouraging imaginative and creative work

- Providing enrichment activities and extension tasks when the previous task is finished or when the pupil has already learned what is being taught
- Allowing time for some pupils to tackle extended tasks or individual interests
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- Varying grouping arrangements: working in ability groups, co-operative and mixed ability group work
- Requiring children to explain how they have learned something
- Providing enrichment activities beyond the National Curriculum programmes of study
- Using in-class support to provide additional learning opportunities for very able and gifted pupils
- Valuing and rewarding quality not quantity
- Providing opportunities to experience a range of educational visits that further enrich and develop learning.
- Providing homework activities linked to the work being undertaken in class

The school also offers a range of extra - curricular activities for our children. These activities offer more able and talented children the opportunity to further extend their learning in a range of activities. Opportunities include a range of sporting and musical clubs as well as the Newspaper, Urdd and Eco clubs.

Children meet a variety of organisational strategies as they move through the school. Each strategy supports all children in their learning, but gives due regard to the more able and talented learner.

### **Coordination of school provision**

The progress of children, including those who are more able and talented, is the prime responsibility of the class teacher. Where there are any concerns about the progress of a child, or about the provision that should be made, the class teacher shares these concerns with the 'M.A.T. Coordinator', who informs the Head teacher.

The 'M.A.T. Coordinator' and subject coordinators offer advice and support to class teachers involved in setting appropriate challenges for more able and talented pupils. Where necessary they will exemplify ways in which more able and talented children can be provided with more engaging and challenging tasks.

If a parent has a concern about any aspect of provision for more able and talented children he or she should first raise the issue with their child's class teacher. If the parent feels that her/his concern has not been addressed appropriately he or she should make an appointment with the 'MAT Coordinator' or Head teacher to discuss the issue further.

### **Monitoring and review of the policy**

This policy will be monitored throughout the year by the 'MAT Coordinator', through discussions with staff, pupils and parents. The policy will be reviewed annually by the 'MAT Coordinator,' head teacher and the named member of the governing body responsible for MAT, and will be updated in response to any guidance provided by the L.E.A. and Welsh Assembly Government. The Register and map of provision will be reviewed each term by class teachers with the MAT coordinator. Parents of MAT will be kept up to date through parent meetings.

**Delyth Kirkman (27.02.10)**