



Sundon Park Junior School

More Able and Gifted Policy

Philosophy:

At Sundon Park we believe that every child should be supported and challenged to enable them to reach their full potential. We promote the highest standards to which pupils can aspire. We create a learning environment which promotes curiosity, independence and creativity.

We understand that every child is unique and strive to nurture their physical, intellectual, social and emotional development. We employ a range of teaching and learning strategies which aim to promote deeper thinking and independence in learning. We work in an inclusive environment which means that each child will be challenged based on his/her individual capabilities.

Identification:

We believe that there are two different strands of being more able. There are those who show above average attainment in comparison to their peers. These are children who achieve a level three at key stage one in any subject. However, a small proportion of these children will be identified as 'gifted'. These children will not only show above average attainment but also creativity and task commitment. This idea is in line with the Renzulli model of giftedness. (As shown below).

- **Above average ability-** achieving above that expected of a child nationally. Showing a capacity for acquiring new knowledge quickly, processing information rapidly and the ability to think abstractly.
- **Creativity-** fluency and flexibility of thought. Showing an openness to experiences, sensitivity to stimulations and willingness to take risks.
- **Task commitment-** Showing perseverance, endurance and hard work. Exhibiting self-confidence and perceptiveness.

Only if characteristics from all three areas are present can gifted behaviour be witnessed. Class teachers will be responsible for identifying gifted pupils.



Provision:

More able and gifted pupils are challenged on a daily basis within a differentiated class curriculum. Teachers will employ a range of techniques to ensure that more able and gifted learners are stretched and challenged adequately. Some of these strategies will include:

- The use of Bloom's Taxonomy to generate higher level thinking questions.
- The use of whole class projects to allow creativity and independence.
- The use of thinking hexagons.
- A menu approach to tasks giving ownership to the pupils.

Gifted pupils will be provided with additional support to enable them to reach their full potential. These will include but not be limited to:

- Sports club
- Art club
- Spelling Bee
- Maths workshops
- Writers workshops

Monitoring:

The leader for more able pupils will track the progress of the identified children termly to ensure that they continue to make good or outstanding progress. Where necessary they will liaise with the SENDA to arrange interventions if problems are identified.

The leader for more able pupils will also monitor classroom practice through learning walks and planning scrutinies to ensure that the appropriate amount of challenge is being provided. They will also conduct regular pupil voice surveys throughout the year.

This policy will be monitored annually by the leader for more able pupils.

Agreed by Governors on:

Signed by Chair of Governors:

Next review date: January 2016