

# Ursula Taylor C of E School



## More Able/ Gifted and Talented Policy

Reviewed March 2020

### Introduction

At Ursula Taylor C of E School we believe in providing the best possible education for all of our children. We plan our teaching and learning so that each child can aspire to the highest level of personal achievement. The purpose of this policy is to help ensure that we recognise and support the needs of those children in our school who have been identified as more able, gifted or talented in a particular area.

### Aims

- To support the abilities, personal qualities and talents of all.
- To ensure that all children receive an education appropriate to their abilities.
- To provide teaching which makes learning challenging and enjoyable.
- To provide higher order thinking and questioning skills.
- To employ a wide variety of methods of recognition of potential.
- To recognise underachievement and seek to remove it.
- To stimulate children through extra curricular activities and through curriculum enrichment.
- To have the expectation that the curriculum for all will be extended by offering challenging tasks, activities and experiences.

### Definition

The terminology our school will use to define our higher achieving pupils will be

- More Able
- Gifted and Talented
- Working at 'Greater Depth'

We identify our more able children in a number of ways. This includes our knowledge of children within school and also when considering their achievements outside of school.

We will identify pupils with -

- academic ability (defined as ability in one or more subjects in the statutory curriculum other than art, music and PE)
- gift/talent (defined as those with ability in art, music, PE, or any sport or creative art.
- 'all-rounders'

### Identification

We, at Ursula Taylor C of E School, use a range of strategies to identify the able, gifted and talented children. The identification process is ongoing and begins when the child joins our school.

- Assessment information
- Teacher observations
- Pupil progress over time
- Background knowledge of the child
- Parent contributions

No one single method can be entirely accurate, therefore we will use a holistic approach to ensure we have a good understanding of the skills our children possess.

The school works hard to provide an enriched curriculum and provide interesting and engaging experiences for all of our children.

### **Organisation**

Teachers at Ursula Taylor C of E School plan carefully to meet the learning needs of all our children. We give all the children the opportunity to show what they know, understand and can do, and we achieve this in a variety of ways when planning for children's learning by providing –

- An effective learning environment with quality first teaching.
- Enrichment activities and tasks designed to deepen learning.
- Differentiation through support, resources and also mastery opportunities.
- Opportunity for the development of independent learning, by allowing pupils to organize their own work, to carry out tasks unaided, evaluate their work and become self-critical.

### **School Provision**

All children at UTS will be ensured full access to the National Curriculum and enrichment days, activities and school trips.

We will also provide an effective classroom environment which will deliver pace, knowledge and skills through a topic led creative curriculum designed to engage and enthuse our children. Maths is taught as a discrete subject through a Mastery approach designed to embed fluency skills and provide a varied range of opportunities for reasoning and problem solving.

Children will usually be taught within their class / year group cohort, however, there may be some opportunities to offer additional teaching in small groups to extend and deepen learning outside of the planned curriculum. We also offer, where possible:

- Enrichment days, linked to the curriculum and also working with other schools
- Residential experiences (Year 4 and Year 6)
- School clubs, both at lunchtime and after school.
- Peripatetic music teachers – e.g. violin, piano, brass, guitar.
- Links with other schools offering a range of activities for the more able. E.g. public speaking, numeracy days, creative writing days.

### **Management Strategies/monitoring and evaluation**

The Senior Leadership Team monitors the provision and practice within the school for all children. This includes:

- Monitoring teaching and learning to determine the quality of provision and the challenge and pace offered.
- Regularly tracking and reviewing standards achieved by the children.
- Monitoring the progress of all children discussions with teachers.
- Providing advice and support to staff on teaching and learning strategies for more able pupils.
- To liaise with other schools in the cluster to share and develop good practice.

### **Equal Opportunities**

We, at Ursula Taylor C of E School, strive to encourage equality whatever the children's gender, race, class, faith or physical ability.

No child will be prevented from accessing activities and events through financial hardship or transport.

Further information about Inclusion and our Equality Objectives is available on our school website.

This policy will be reviewed every 2 years.

Policy Reviewed March 2020

New Review March 2022