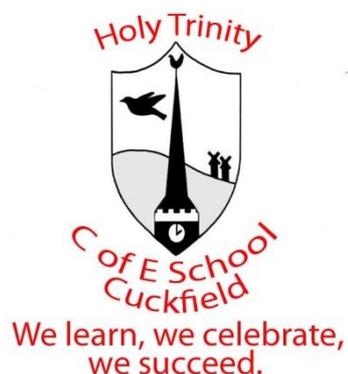


Holy Trinity CE Primary School

Gifted & Talented and More Able Policy March 2017



POLICY HISTORY

POLICY	Gifted & Talented & More Able Policy
SOURCE	New Policy
ADOPTED	24.03.2017
REVIEWED	
REVISION DUE	October 2019
CHANGES	This policy replaces the previous Gifted & Talented Policy and is a new document (November 2016).

Gifted & Talented

At Holy Trinity CE(A) Primary School, we believe that the term “Gifted & Talented” may be used more frequently and appropriately in curriculum areas such as music, PE & art / DT, when children have an innate talent or gift. We encourage musical talents through children playing a musical instrument in Worship, holding concerts to allow children opportunities to perform to a wider audience and taking part in church celebration services. We also have a yearly talent show to allow children to sing, dance, play an instrument etc. All children with a talent in PE are given opportunities to take part in sporting competitions in the locality; Holy Trinity also offer “taster” sessions of sports children may not have previously had access to, eg fencing, trampolining to encourage any unknown talents.

Very rarely a child may be gifted in a subject such as maths, writing, and would be working at an academic ability, which places them significantly above the More Able for their or older year groups. However, this frequency is so minimal, advice from the Local Authority, secondary colleagues would be sought, when the child reached a point we felt we needed support in, to ensure they felt challenged.

More Able

This applies to children with an academic ability higher than the national expectations for their year group.

Identification of Gifted / Talented & More Able Pupils

Identification will begin when a child joins Holy Trinity CE Primary School, but will also be an ongoing process, as children skills can develop at different rates. Staff, parents / carers. pupils will also be involved in the process.

Data used to inform the identification

- Information from teachers – present & previous
- Information from parents
- Conferences with pupils
- Class work, assessments & tracking data, tests

The subject specific indicators will also support and guide staff in their identification of the More Able. Some or all of the indicators may apply to a child and will be age appropriate

English

- Demonstrates a wide vocabulary and uses high levels of verbal fluency, articulation and independent thinking
- Enjoys reading and responds to a wide range of texts, using inference & deduction at an advanced level
- Can recognise issues from a range of perspectives and enjoys informing him/her self
- Plans own writing and demonstrates that they can draft and edit own writing independently
- Uses interesting vocabulary and literacy devices in own writing to engage the reader and can shape their writing to flow and interest a reader
- Uses a range of age appropriate punctuation correctly and consistently
- Demonstrates age appropriate spelling accurately and consistently in own writing
- Achieves above the Age Related Expectations for their Yeargroup

Maths

- Demonstrates accurate and rapid age appropriate mental skills
- Demonstrates the ability to manipulate numbers
- Is naturally curious when working with numbers and identifies solutions to problems quickly
- Can work systematically and methodically in investigations
- Can explain their thinking and strategies to peers / an adult
- Demonstrates perseverance in tasks
- Achieves above the Age Related Expectations for their Yeargroup

Register for Gifted, Talented, More Able

Pupils identified as being More Able, Talented, Gifted are entered onto the school's More able register. Parents/carers of these children will be informed. The register will be reviewed twice per year after discussion with class teachers about More Able children's progress.

Organisation & Monitoring

In class teachers will provide differentiated activities and a range of support and resources for identified children when appropriate. Teachers will also provide opportunities in class through open ended questioning for More Able pupils to develop their thinking skills. Depth of the child's Yeargroup Curriculum will be a focus and opportunities to explain thinking. More Able children will also be challenged in class and in booster intervention sessions.

On going assessments against ARE in Target Tracker will be maintained and used to inform future planning for More Able children. Opportunities will be provided at times so More Able children can work together in a subject as well as in mixed ability groups.

Where appropriate Learning Support Assistants may work with More Able pupils during a class input or Teachers / Learning Support Assistants during dedicated times in a day.

Talented Children

Opportunities will be taken to identify talents eg incorporating musical talent into Worship or Church Services.

Partnership with Parents

Parents and pupils will work together for the needs of this policy

Holy Trinity CE Primary has high expectations for all learners and will ensure through monitoring, tracking data and Pupil Progress Meetings that More Able, Talented & Gifted children make comparable progress to their peers.

This policy will be implemented in line with the school's Christian ethos.