



Thornaby Church of England Primary School

Gifted, Talented and More Able

Rationale

At Thornaby Church of England School we believe in treating all pupils as individuals and so catering for their individual needs. We plan our teaching and learning in such a way that we enable each child to reach for the highest level of personal achievement. This policy helps to ensure that we recognise and support the needs of those children in our school who have been identified as gifted, talented and more able according to national guidelines.

Aims

Through this policy we aim to:

Ensure that we recognise 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 the children through the work that we set them.

Encourage children to think and work independently.

Definitions

In this policy, the terms 'more able' and 'gifted and talented' are used. The term 'more able' refers to those who demonstrate high achievement within a curriculum area. 'Gifted' refers to those pupils who are achieving, or have the potential to achieve, at a level substantially beyond the rest of their peer group in academic subjects. 'Talented' refers to those pupils who may excel in areas of the curriculum requiring visio-spatial skills or practical abilities, such as in games and PE, drama, music or art and design.

Identification

The identification of gifted, talented and more able pupils is process in which all teaching staff has a part, but it is overseen by the Gifted, Talented and More Able Co-ordinator.

We use a range of strategies to identify gifted, talented and more able pupils. The identification process is ongoing and begins when pupils join our school. The identification strategies we use are:

Baseline Assessment

Foundation Stage Profile

National Curriculum Statutory Tests at Y2

National Curriculum Optional Tests at Y3, 4 and

5. Teacher Observation and Assessment

The Gifted, Talented and More Able Co-ordinator has produced a register of children's names. This register is regularly reviewed and updated in consultation with staff.

Provision

There are three basic ways of meeting the needs of gifted, talented and more able pupils: through working with others of a like ability (setting) differentiation, and enrichment.

Responsibility for Co-ordinating and Monitoring Progress

The Co-ordinator for Gifted, Talented and More Able is responsible for monitoring the implementation of the policy and provision. Where necessary, the Co-ordinator will make suggestions for how this can be enhanced further. The monitoring includes feedback from pupils, classroom observations, evidence of pupils' work in order to demonstrate the standards that they are achieving.

Revised October 2016- To be reviewed October 2018

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