

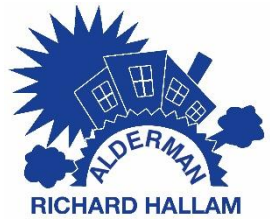


ALDERMAN RICHARD HALLAM PRIMARY SCHOOL

ARH – Educating a community of life-long learners

Gifted, More Able and Talented Policy

Gifted and Talented Policy



Introduction

Our school vision: Pupils will leave A.R.H. as happy, healthy and inspired young people who can confidently participate in the world as resilient, articulate citizens who have a life-long love of learning and discovery.

Our curriculum: Our curriculum is the vehicle to empower pupils with knowledge and skills. We strive to immerse young people in their topics which are designed to engage, provide real life links and progress all pupils' understanding.

'A.R.H. - Educating a community of life-long learners'

Aims

This policy aims to ensure that all teachers, governors, parents and carers are working to ensure there is excellent provision for Gifted and Talented (GAT) children attending Alderman Richard Hallam Primary School. At all stages in their education, through all subjects, we strive to challenge our GAT pupils and invoke a curiosity and love of learning that will allow them to reach their full potential. Alongside this, we will provide a wide range of enrichment activities that will support those children who excel in areas beyond the academic.

Definition

In our school, we take GAT to refer to children who fall into one of three groups: gifted, talented and more able. Children may belong to more than one of these groups for different abilities.

Gifted

Gifted children, in the core subjects of English, Mathematics and Science, are performing at an exceptional level for their age group. Such children are within the top 5-10% nationally. Children who are particularly gifted may be operating at levels well above their chronological age, in the top 2% of the ability range nationally. These children demonstrate intellectual curiosity and higher order thinking.

More Able

At Alderman Richard Hallam, a child will be classed as More Able if they are exceeding at Foundation Stage. This may be in one area or several and will be updated throughout the year. Those children who achieve a score of 110 or more in their Key Stage One S.A.Ts will also be classed as More Able (GDS). At Key Stage One, children may be More Able in only one area of the curriculum, or they may be More Able in several. Those who achieve this will be monitored throughout Key Stage Two, with the expectation that they will also achieve 110 in their Year Six S.A.Ts and will continue to be working at a More Able standard.

Talented

Talented refers to children whose special ability is not necessarily academic i.e. those who show particular talent in the areas of Music, P.E. or Art and Design. These are children who perform in one or more of these areas at an unusually high level for their age group, showing particular understanding and aptitude in learning and creatively applying new skills and techniques. Identification of ability in these areas is made in a number of ways and it is important that there is evidence to support judgements. This evidence may include achievement on locally or nationally recognised schemes e.g. Royal College of Music examinations, gymnastic awards or achievement in local or national competitions where children's ability can be judged alongside those of the same age e.g. football tournaments or art competitions.

Identification of GAT pupils

In the Early Years Foundation Stage, children's progress is carefully monitored in relation to the objectives for children within this age range. Children undergo baseline assessment within the first half term of joining our

Nursery and Reception classes. This gives information about their developing skills and aptitudes across each area of learning and is used when planning for individual needs. Subsequent assessments, supported by staff knowledge and observations of the children, as well as information from parents and carers, enable the teachers to measure progress and to identify children's potential.

Additional information is provided through analysis of the Early Years Foundation Stage Profile, which is completed at the end of the Reception year and enables comparison with children of the same age locally and nationally. Children mastering and embedding the curriculum in a variety of contexts to an increasingly high standard are placed on the school's register of GAT pupils. Assessment information is passed to the Year 1 teachers to inform their planning and is shared with parents and carers.

Responsibilities and Roles

The Headteacher and Governing Body have overall responsibility for Gifted, More Able and Talented pupils, supported by the GAT Coordinator.

The GAT Coordinator is responsible for ensuring these pupils are challenged through:

- Ensuring that the register of gifted, more able and talented pupils is up to date;
- Monitoring teachers' planning to ensure that suitable tasks and activities are being undertaken by GAT children across all curriculum areas;
- Reviewing the teaching arrangements for GAT children in conjunction with other subject leaders;
- Monitoring the progress of GAT children through termly discussions with teachers and learning walks;
- Supporting staff in the identification of GAT children;
- Providing advice and support to staff on teaching and learning strategies;
- Identifying and purchasing suitable resources to promote higher order skills and enable teaching to appropriate levels;
- Responding to local and national initiatives to promote the achievement of GAT pupils;
- Working in partnership with other schools locally to ensure a range of suitable opportunities for GAT children;
- Identifying and nominating children for targeted GAT activities offered externally;
- Liaising with parents and carers.

All teaching staff are responsible for:

- Making amendments to planning in order to optimise learning opportunities for GAT children when they arise;
- Ensuring there is appropriate challenge and adaptation for GAT pupils;
- Using the local area and outdoor learning as much as possible as a stimulus to extend GAT learners;
- Ensuring the curriculum is taught in a manner which engages and deepens the learning of GAT pupils and is in-line with the school ethos.

Planning

All teachers at A.R.H. strive to challenge and engage our pupils with their learning. They work hard to ensure that planning is targeted to achieve this. The planning process involves appropriate challenge for GAT children in the following ways:

- Children from Year 1 to Year 6 who have been identified as Gifted or More Able in core subjects are planned for during lessons with group or individual adaptation and with resources matched to the learning objectives. In foundation subjects, planning for each unit includes activities to provide challenge for GAT children, e.g. talented children may demonstrate and explain a technique to others in gymnastics, compose using tuned percussion instruments whilst others use non-tuned instruments or evaluate a piece of their own artwork against that of an established artist.
- Where a need for specific interventions is identified for children, either individually or as part of a small group, an intervention will be put in place to ensure that children's learning needs are addressed and appropriately challenging targets are set to move them on.

- Plans, flipcharts and routeways are monitored by SMT, Curriculum co-ordinators and the GAT coordinator.

Inclusion

It is expected that all children will be given the opportunity to learn in a creative and encouraging learning environment which encompasses a range of learning and teaching styles.

Special Educational Needs and Disability

It may be that a child with a particular ability in one area has a special educational need in another. It should also be noted that some able children may not show their abilities and talents in ways we expect them to. Some children with special abilities may withdraw into a world of their own, exhibit poor social skills, show poor motivation, disguise their ability to avoid peer group jealousy, not present their work legibly or have communication difficulties. It is important that a range of methods are used both to identify and to cater for exceptional ability. For example, teachers may note children who communicate their understanding very well orally but not in writing and make provision for alternative ways of recording e.g. using a laptop or iPad. Children's progress and performance are continually assessed and adjustments made where necessary, e.g. to a child's working group, the level of adult support or the teaching style employed, to ensure achievement at appropriate levels.

English as an Additional Language

It may be that a child's academic ability is not readily identified due to their stage of English acquisition and they are unable to demonstrate high attainment within conventional assessments. In this instance, a range of evidence will be taken into account such as parental information, records from previous schools, aptitude and attitudes for learning and information from speakers of the child's first language. Inclusion on the register of GAT pupils should not be precluded because of a child's EAL needs.

Enhancing the Curriculum

A wide range of extra-curricular activities are offered within and beyond the school day. These activities offer GAT children the opportunity to extend their learning further in a range of activities. Clubs encompass sports activities, the creative arts, Music and other activities such as chess. Whilst many clubs are for children of all abilities, there are particular opportunities for more able children to compete as members of a school team, perform solos, represent the school in competitions or take part in activities led by external providers.

The school works to provide enrichment opportunities for gifted and talented children, sometimes with secondary school and university involvement. Such opportunities may include 'Mathletics' challenges and puzzle days. There are inter-school sports competitions, sometimes leading to involvement in national events, or local sporting academies. The school also arranges special activities internally for groups of pupils, such as D&T, History and Geography weeks to help children develop in these areas.

Information can also be made available to families about enrichment activities out of school hours which may be suitable, such as community orchestras and sports clubs. Information from parents regarding their child's achievements and involvement in extra-curricular activities outside school is very valuable in ensuring that the school is fully aware of the extent of children's talents.

Assessment

The school acknowledges that children progress at different rates and children's early experiences are likely to influence their attainment in their first few years of school. All pupils are assessed termly and this data is inputted into Target Tracker. Those pupils who are working at a secure or secure + level at the end of an academic year are then classed as More Able. Throughout each child's time at our school, assessment takes place regularly both formally and informally to ensure pupils are making expected progress. This information is used to help identify GAT children who may show particular gifts and talents at a later stage or join the school after the Early Years. Identification of academic ability is always supported by evidence from assessments which enable benchmarking with other children locally (where data is available) and nationally. For all assessments, comparisons are made

against previous attainment in order to ensure that each child is making appropriate progress; this takes place at termly pupil progress meetings. We regularly monitor all children's attainment and progress throughout their time in school and children can be added to the GAT register at any time.

Monitoring and Review

Monitoring and review of our GAT provisions takes place at regular intervals throughout the school year. On a termly basis, the GAT coordinator will scrutinise planning to ensure there is adequate provision for GAT pupils. This will include looking at each year group's routeway and flipcharts for all subject areas. If the GAT coordinator identifies that GAT children are not being planned for and challenged adequately, they will liaise with the year group leader and support will be put in place to ensure future planning is more effective.

Twice per year, the GAT coordinator will audit a selection of books for Gifted and More Able pupils to ensure that children are challenged within their learning. This will be fed back to individual teachers.

Learning walks will take place on a termly basis to monitor the provision for GAT pupils in a range of subjects. CPD will be used to address the needs of the teaching staff.

Each term, the GAT coordinator will analyse the progress and attainment of Gifted and More Able pupils in Reading, Writing and Mathematics. This information will then be discussed with year group leaders and, for those pupils identified as needing support, intervention strategies will be put in place.

Policy Links

This policy is to be read in conjunction with the following other policies and documents:

- Curriculum Policies

To be reviewed September 2025