

Caldecote Community Primary **School**



More Able, Gifted **& Talented**

**‘Care, Challenge, Persevere, Succeed – we are
Caldecote!’**

**Draft completed Autumn 2017
Ratified by Governing Body
Review Autumn 2024**

Statement of Intent

This policy is a statement of the entitlement of children with high ability and talent at this school. It has been developed from reading and research, through staff consultation and by CPD. It takes full account of the requirements of the National Curriculum and assessment requirements of EYFS and both Key Stages.

The policy reflects the expertise of staff within the school and the commitment of Caldecote Community Primary School to support the able child. The Governors will be aware of these needs and that there should be provision within the budget for resources.

Aims and Objectives

- To identify children who are More Able, Gifted or Talented.
- To provide opportunities to challenge, enrich and extend the learning of More Able, Gifted and Talented children.
- Ensure that all children achieve their full potential.

Definitions

Gifted Children

Children are deemed Gifted if they are achieving significantly above the age related expectations in reading, writing and/or maths. These are as follows:

- 'Exceeding' by the end of Reception Year.
- Working with 'Greater depth of the National Standard' at the end Year 2.
- Working with 'Greater depth of the National Standard' at the end Year 6.

Talented Children

Children are deemed Talented if they show particular skill or advancement in comparison to their peers within non-core subjects, sports or creative arts e.g. dance, drama, art, music, ICT.

More Able Children

Children are deemed More Able if they are achieving beyond that of their peers, relative to cohort and class. All classes will have a group of more able children who display the highest ability within that particular group for that particular subject.

Recognition.

Children are continually assessed by means of national tests and rigorous teacher assessment throughout the school. In addition the following methods can also be used to identify More Able, Gifted or Talented children:

- Attainment in national and standardised tests
- Teacher observation and assessment
- Background knowledge
- Peer nomination
- Parent nomination

Differentiation

Gifted, Talented and More Able pupils should be identified by the class teacher and their needs met in every lesson. As a school, Caldecote has adopted the 'Mastery Teaching' approach, where challenging tasks and enrichment activities are developed within all subjects and encourage deeper thinking and application of skills within a variety of contexts to challenge the higher attaining pupils in each class and cohort.

Guidance

National Association For Gifted Children has developed ten principles of good practice for schools. They are:

1. flexibility in meeting needs
2. valuing diversity, dealing with underachievement
3. a partnership with pupils and parents
4. the leadership of the Headteacher and Senior Team
5. regular observation and review with early prompt intervention
6. high teacher expectation
7. positive attitudes by teachers who are prepared to 'Go the extra mile'
8. close primary/secondary liaison
9. good use of external resources
10. the absence of labels, working to the child's strengths

Review

This policy will be reviewed every two years or revised in the light of any new legislation.