



# **Thistly Meadow Primary School GIFTED AND TALENTED POLICY**

**Approved by Governors (date) .....**

**Signed on behalf of the Governing Body .....**

**Chair of Governors**



## Thistly Meadow Primary School GIFTED AND TALENTED PUPIL POLICY

Thistly Meadow Primary School ensures that we meet the needs of all our pupils. All children have the right to make good progress. We ensure Quality First Teaching, robust assessment systems and inclusion of greater challenges in lessons enable pupils to develop all their aptitudes and abilities.

### Definition

We use 2 broad category headings to ensure the correct provision is offered. These are:

- Higher Attaining (including talented pupils)
- Gifted

At Thistly Meadow pupils are classed as **Higher Attaining** if they are working above age related expectations in one or more area. We use the following data markers as a guide:

Year Group (end of)	Point Score / Level / Grade
Foundation Stage	8's or 9's in specific areas
Year 2	Above Level 2
Year 4	Above Level 3
Year 6	Above Level 4
Year 9	Above Level 6
Year 11	Above Grade B

Whilst these year groups are important, progress towards these points in the remaining year groups is of equal importance. Pupil progress will be monitored throughout the learning journey, with those pupils who have made sustained accelerated progress being offered increased challenge as appropriate (Appendix 1 – data management). Quality First Teaching (Wave 1) and small group intervention (Wave 2) approaches should be effective in meeting the needs of this group of pupils.

Pupils are classed as **Talented** if they are working above age related expectations in subjects such as art, music, dance, sport and will also include information from, and provision through, activity outside of the school day. QFT, appropriate differentiation, stretch and challenge are still provided within lessons with further support being accessed where appropriate.

**Gifted** pupils are those who are working **significantly** above age related expectations in academic subjects. Whilst QFT is still essential, the needs of this group of pupils are likely to be met through a more targeted, individualised approach (Wave 3) and may require innovative learning structures and a longer term provision strategy. Strong partnership between parents and local schools is a key part of ensuring effective outcomes.

## Identification

At Thistly Meadow we use the most effective strategy or range of strategies, for identification in order to ensure all pupils are offered the correct provision to reach their full potential. These include:

- Teacher Assessment (summative and formative) and test data
- Qualitative information – the approach a student takes to a particular subject; higher level thinking; aptitude to a particular skill; abstract conceptualisation
- Recommendation from parents, peers and outside agencies (Appendix 2 – Parent Information Form)
- Information from the previous school or teacher

## Provision

All staff know that it is their responsibility to provide for the most able pupils they teach and, in partnership with subject leaders, heads of department and the Higher Attaining Pupil Co-ordinator, ensure effective provision is key. Where appropriate, our provision goes beyond age related learning, teachers use differentiation effectively for development of learning, and planning includes a focus on pupil progress.

**Wave 1 Provision** – Our school provides QFT for all pupils and as a result this is the first level of provision for the able pupils too. This includes

- ‘Furthest First’ planning to ensure learning and progress
- Use of prior assessment and future targets to inform pitch, pace, depth or breadth
- Effective use of differentiation
- High expectations
- Appropriate challenge supported by a learning environment and classroom ethos that embraces risk-taking, mistake making, endeavour and searching questions.
- Development of creative skills and ‘habits of mind’
- Guided sessions
- Skill mastery
- Pupils as full participants in their learning – AfL, peer marking, joint target setting, quality marking and feedback, designing learning opportunities
- Skilled professionals who employ the right teaching and learning strategies for the particular learning taking place

Where underachievement has been identified it is, in the first instance, the responsibility of the class teacher to target provision to overturn this.

**Wave 2 Provision** – *Smaller group approaches*. At times some of our able pupils need targeted teaching which could not be appropriately or effectively delivered in a whole class situation. Leading on from the final bullet point in the wave 1 approaches, ‘the right teaching and learning strategies’ include the following:

- Guided groups
- Targeted adult focus

- Agreement about the accelerated use of learning objectives from the next level
- Stage not age learning (by access to above age-related learning OR facilitated by attending an alternative year group, with a long term support plan)
- Setting (short term, impact driven – not blanket management tool)
- Enrichment
- Local school collaborative working (workshops)

These strategies would also be employed to rectify any identified underachievement or undeveloped potential.

**Wave 3 Provision – Individual/Personalised learning.** We use this approach with gifted pupils who are vulnerable because they are working at a level much in advance of their peer group and who are

socially and emotionally robust enough to cope with significant changes to their learning journey. *This approach is not used as routine* and involves the child, parents, appropriate outside agencies, colleagues from schools involved in the future education of the child – in fact all those affected by the decision.

In terms of provision the following strategies may be employed, as appropriate to the need of the child:

- Exceptional Education Plan (EEP)
- A move to another year group (supported by a longer term plan for the end of the key stage / transition to next schools)
- Specialist teaching from subject specific teachers or learning mentors
- Involvement of outside agencies (this may also be necessary for particular high level talents which require a student to have a dual learning environment to allow them to practice and learn on an alternative timetable)
- Early entry into exams to enable either more time to study the next level or to take an alternative study path at the same level (Maths GCSE followed by Statistics GCSE for example)

## Transition

We recognise the importance of transition points for able pupils both between classes but particularly between schools. As a family of schools we have developed robust, meaningful transition practices which aim to minimise disruption and maximise learning for Higher Attaining pupils. (Appendix 3 – transition information)

## Higher Attaining Pupil Co-ordinator Role

Ensuring that this group of pupils are receiving effective provision, making appropriate progress and reaching their full potential is not the responsibility of one person in school. A range of people will be engaged in Monitoring & Evaluation activities which will inform the full picture. The Head Teacher, Heads of Department or Subject Leaders, Assessment Co-ordinators and data management personnel *and* class teachers all keep an equal focus on Higher Attaining pupils to ensure that they do not become vulnerable.

The role of our Higher Attaining Pupil Co-ordinator (HAPC) is, most importantly, to champion this group of pupils, and to bring together the collective intelligence to ensure

that pupils are not underachieving, to identify when they are and what the reasons may be for this, and to offer support to the person, or people, best placed to overturn this.

In addition to focusing on pupils our HAPC ensures that there are robust information systems in place, using the IQS as guidance for this and as a tool to develop an effective yearly action plan (Appendix 4 – our IQS, Appendix 5 – Action Plan). This will include identification of Continuing Professional Development (CPD) needs, reporting arrangements to Governors and parents, resourcing implications and a focus on progress towards outstanding.

Version	Date	Comment
V1	Date created: 2/3/2015 Review date: Mar 2018	A Gordon