

# Burton Salmon Community Primary School

*We aim to provide a rich, stimulating and enjoyable curriculum where children and adults work together in a happy, secure and caring environment in which each individual is respected and valued and all their achievements celebrated*

## **More Able and Gifted and Talented Policy**

This policy refers to the 20% more able pupils, 5% of who will be deemed gifted and talented.

### **Introduction**

"It is clear from the evidence that excellence does not emerge without appropriate help. To reach an exceptionally high standard in any area, very able children need the means to learn, which includes material to work with, focused, challenging tuition and the encouragement to follow their stars."  
(*Educating the Very Able; Ofsted 1998*)

### **Definitions**

The terms '**able, more able, very able, gifted, talented children**' are subject to different interpretations. Within the North Yorkshire LEA a working definition is that to be '**very able**' is to be outstanding in general intellectual ability or a special ability in

- a particular curricular area
- creative/productive thinking
- leadership skills
- social awareness
- the visual or performing arts
- mechanical ingenuity
- physical/sporting skills

The **very able or exceptional pupils** represent 5% of the ability spectrum. The term 'gifted and talented' is used to describe these pupils.

A broader band of ability includes those described as '**more able**' and these pupils represent the top 20% of the ability range.

### **At Burton Salmon Community School we:**

Believe more able pupils need an appropriately enriched Curriculum that is broad balanced and provides opportunities for their personal and social development.

Believe that the needs of the majority of more able pupils can be met without acceleration to a different class/phase providing that their particular areas of strength are appropriately challenged.

Are committed to the notion that parental involvement is essential in the identification of more able pupils and in the provision agreed between home and school.

Actively support children's involvement in the process of decision-making affecting their future education.

All pupils have an entitlement to a curriculum, which is both challenging and appropriate to their needs. If this entitlement is to be fulfilled for more able pupils, their talents need to be identified and provision made to enable them to fulfil their potential.

## Identification

At Burton Salmon we have adopted the model as recommended by North Yorkshire LEA.

To be 'gifted and talented' is to be outstanding in a general intellectual ability or special ability in:  
a particular curricular area  
creative/productive thinking  
leadership skills  
social awareness  
the visual or performing arts  
mechanical ingenuity  
physical/sporting skills  
These pupils represent 5% of the ability spectrum

More able and gifted and talented pupils are often easily identifiable

A broader band of ability describes those as 'more able' and these pupils represent the top 20% of the ability range

**but  
be aware of**

**The pupil whose high ability is masked by disruptive behaviour**

**The covertly gifted pupils, achieving good standards but under-achieving in relation to personal potential**

**The highly creative pupil whose solutions and questions may be unconventional and who may not shine in formal tests**

Pupils are more likely to demonstrate their abilities when given the appropriate opportunity and encouragement.

### **Strategies for Identification**

In seeking to identify the more able and gifted and talented pupil teachers at Burton Salmon Community Primary School base their judgements on information drawn from a combination of:-

#### **Observation**

Observations must be objective and avoid bias which might be racial, cultural or gender based. Observation should be systematic and supported by evidence.

#### **Checklist information**

Characteristics which a very able pupil might demonstrate:

- Learns easily
- Original, imaginative, creative
- Persistent, resourceful, self-directed
- Inquisitive, sceptical
- Informed in unusual areas often beyond their years
- Artistic
- Outstanding vocabulary, verbally fluent
- Special ability in music
- Independent worker, shows or takes initiative
- Good judgement, logical
- Versatile, many interest
- Shows high level of sensitivity, empathy
- Has excellent sense of humour
- Exhibits unusually extroverted or introverted behaviour within a group
- Unusually high motivation and self-expression
- Speed and agility of thought and preference for verbal rather than written expression
- Shows leadership qualities
- Socially adept
- Special ability in physical/sporting skills
- Behavioural indicators – frustration/deliberate poor behaviour
- Happily self-contained

*Adapted from '@Guidelines for Gifted and More Able Children', Solihull LEA*

Subject specific checklists are important to help identify pupils with a marked aptitude in a particular area. The teacher's knowledge of what constitutes excellence in a subject or activity is crucial.

#### **Detailed knowledge of the child**

Previous schools and Early Years settings, parents, carers, pupil support services, health professional and other agencies may also identify the more able pupil.

#### **Standardised Tests**

The following scores could be indicators for the identification of 'more able' pupils

- Standardised score of 125+
- Percentile score of 95+
- Pupils achieving a level above that expected in the standard tests of attainment.

Teachers may wish to consult with Pupil and Parent Services to aid the process of identification.

### **Strategies used at Burton Salmon Primary School**

#### **Grouping by ability**

We use a variety of forms of organisation or classroom management to provide effectively for the learning needs of pupils.

- a) ability grouping within a mixed ability class;
- b) banding across a range of subject;

When monitoring we consider the effectiveness of the organisational structure.

- Is the most able pupils within any group being fully extended?
- Does the teacher consciously group pupils within the class to achieve the intended learning outcomes?
- Do able pupils have the opportunity to work together
- Is the range of ability within groups being catered for?

**Differentiated tasks**

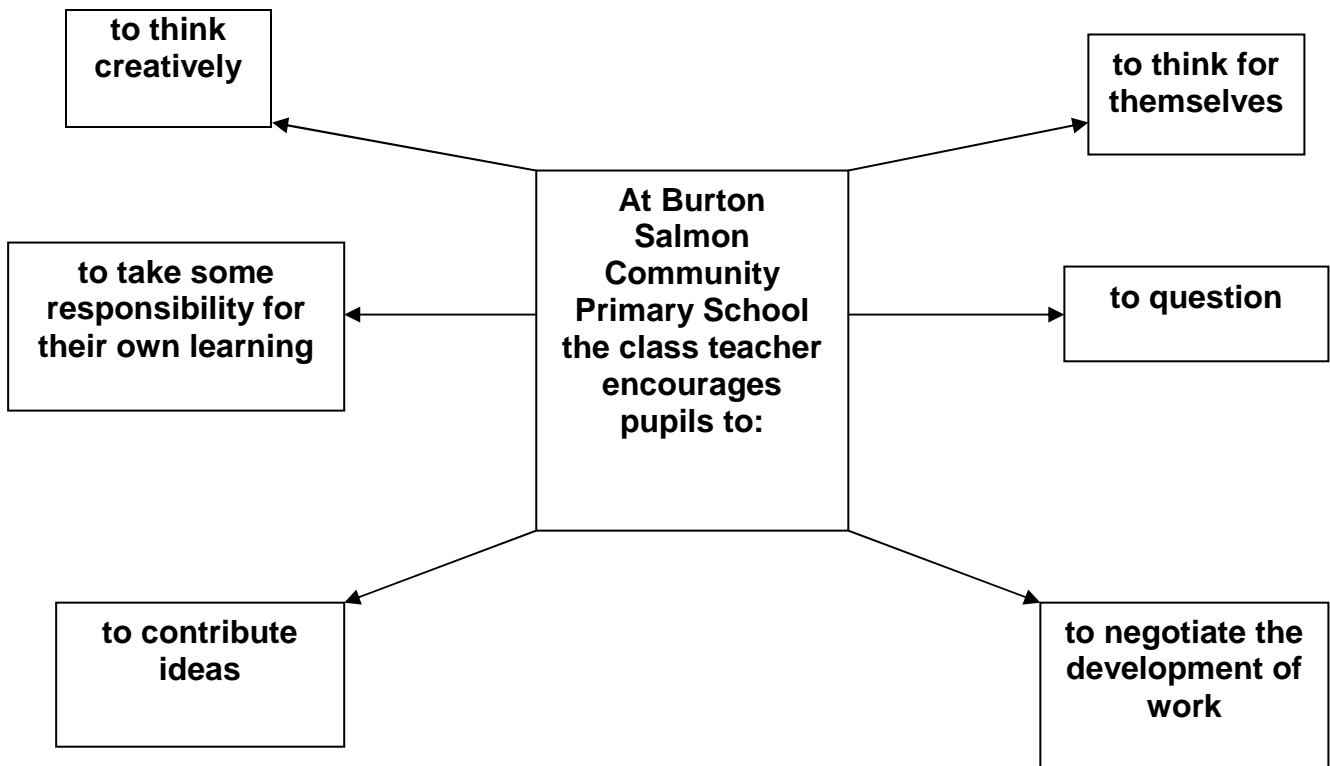
Within any grouping, the more able pupils are set different tasks, requiring greater sophistication within a common theme or topic.

**Enrichment or extension materials**

If more able pupils complete the basic tasks more quickly than other pupils, or if they are motivated to take things further, additional materials or tasks are provided, intended to broaden or deepen skills and understanding. Enrichment frequently involves investigational and problem solving activities.

**Visiting Specialists**

The use of a teacher with particular subject expertise, or of a visitor with a particular talent or skill, can add to the stimulation and challenge in the work provided for able children.



(Signature) \_\_\_\_\_ (Head Teacher) \_\_\_\_\_ (date)

(Signature) \_\_\_\_\_ (Chair of Governors) \_\_\_\_\_ (date)