

# Dunstone Primary School

## POLICY FOR MORE ABLE, GIFTED AND TALENTED PUPILS



October 2011

## **DUNSTONE PRIMARY SCHOOL**

### **POLICY FOR MORE ABLE, GIFTED OR TALENTED PUPILS**

#### **Rationale:**

All children have abilities, personal qualities and talents which parents, carers and teachers must identify, nurture and develop. Certain children may display exceptional abilities. These pupils frequently demonstrate specific needs which arise either from their intellectual or other skills, or from the difficulties which they may face in relating their capabilities to those of the majority of children. Provision for more able, gifted and talented pupils is also an equal opportunities issue. We believe at Dunstone Primary School (DPS) that every pupil has the right to receive the educational support and assistance they require in order to achieve their full potential.

#### **Why do we need to identify those classed as More Able, Gifted and Talented?**

We need to identify those classed as more able, gifted and talented for the following reasons. It provides children with the opportunity to develop independence in their learning through the development of higher order thinking skills, problem solving and research skills as part of a structured teaching and learning programme. Through identification we can clearly differentiate the curriculum to meet the needs of those pupils who are more able, gifted and talented.

#### **How do we record the Gifted, Talented and More Able pupils at DPS?**

DPS maintains a register in an electronic format available for viewing by all teaching staff on the school network. It is the responsibility of the Gifted and Talented Co-ordinator to ensure the school's register is up-to-date, listing all identified pupils and their gift or talent.

The register will be updated after assessment week with the More Able, Gifted and Talented pupils' progress in Literacy, Numeracy and Science. Nominations from teacher observations, parents, peers and external sources will be updated as they are received by the Gifted and Talented Co-ordinator.

### **Who are the More Able, Gifted and Talented?**

The following definitions are used to identify children who are classed as more able, gifted and talented.

- More able refers to children who are performing above their chronological age in one or more academic subjects in the school curriculum, other than art, music and P.E.
- Gifted refers to children who are performing significantly above their chronological age in one or more academic subjects in the school curriculum, other than art, music and P.E. It also refers to children who have made exceptional progress within an academic year, even though they may not have achieved a level that is significantly above their chronological age. See appendix 1 for school level attainment thresholds.
- Talented refers to children who show outstanding ability, or the potential for it, in areas such as leadership, art, music, sport and creative arts.

### **How does DPS identify those children classed as More Able, Gifted and Talented?**

To identify and record those children classed as more able, gifted and talented, it is necessary to gather information from variety of sources to understand the children's needs more clearly. Children can be identified through:

#### **1) Their class teacher.**

This can be done through records of previous work undertaken, outstanding examples of work, foundation stage profiles, cognitive ability tests, SAT's scores, Teacher Assessment, external examinations and classroom observations.

#### **2) A parent or a peer.**

This will be done through writing to parents at regular intervals to enable them to inform us of any specific areas of ability or talent, which their child may have, which we may not be aware of. Pupils will also be given the opportunity to nominate their peers.

#### **3) An outside agency or club.**

Achievements at clubs or organisations not directly monitored by the school will be included in the identification process. Notification of achievements will be accepted from either the club or organisation, the parent or the pupil.

## **What are the aspects of provision for the More Able, Gifted and Talented at DPS?**

The aspects can be broken down into 3 sections, which are outlined below.

### **1) Whole school approach.**

Effective provision for more able, gifted and talented children is a facet of effective provision for all pupils within our school. The Institutional Quality Standards (IQS) will be used as mechanisms to monitor, review and improve the quality of Gifted & Talented education in the school.

### **2) Classroom Provision**

All pupils respond better in a positive and supportive learning environment. The Classroom Quality Standards (CQS) will be used as mechanisms for classroom teachers to focus directly on their teaching and learning, allowing them to monitor, review and improve their provision for more able, gifted and talented pupils.

### **3) Beyond the School**

Children classed as more able, gifted or talented should have the opportunity to attend appropriate activity days and events outside of school. The Institutional Quality Standards (IQS) will be used as mechanisms to monitor and review the effective provision of 'beyond school' opportunities for more able, gifted and talented pupils.

## **Use of Quality Standards**

The Institutional Quality Standards (IQS) and the Classroom Quality Standards (CQS) are systems of monitoring Gifted and Talented provision promoted by the DfE.

The IQS are a management tool designed mainly for use by school leaders and managers. They provide a benchmark for auditing effective provision for Gifted & Talented learners at whole school level. The CQS are a tool mainly for classroom teachers to focus directly on teaching and learning. They are an addition to the IQS, not a replacement for it.

It is the responsibility of the Gifted and Talented Co-ordinator, with support from the school leadership team and class teachers, to monitor and review the IQS and CQS. By following these standards, DPS will continually seek to improve its performance in the identification, recording and provision for more able, gifted and talented children.

## Appendix 1

Attainment levels for the identification of More Able and Gifted pupils.

Year Groups	End of Term	Pupil Attainment Levels						
		Less Able		Able		More Able		Gifted
R	Summer							
Year 1	Autumn	0.8	0.8	1.2	1.5	1.8	2.2	2.5
	Spring	0.8	0.8	1.2	1.5	1.8	2.2	2.5
	Summer	1.2	1.2	1.5	1.8	2.2	2.5	2.8
Year 2	Autumn	1.5	1.5	1.8	2.2	2.5	2.8	3.2
	Spring	1.5	1.8	2.2	2.5	2.8	3.2	3.5
	Summer	1.5	1.8	2.2	2.5	2.8	3.2	3.5
Year 3	Autumn	1.8	2.2	2.5	2.8	3.2	3.5	3.8
	Spring	1.8	2.2	2.5	2.8	3.2	3.5	3.8
	Summer	2.2	2.5	2.8	3.2	3.5	3.8	4.2
Year 4	Autumn	2.2	2.5	2.8	3.2	3.5	3.8	4.2
	Spring	2.5	2.8	3.2	3.5	3.8	4.2	4.5
	Summer	2.5	2.8	3.2	3.5	3.8	4.2	4.5
Year 5	Autumn	2.8	3.2	3.5	3.8	4.2	4.5	4.8
	Spring	2.8	3.2	3.5	3.8	4.2	4.5	4.8
	Summer	3.2	3.5	3.8	4.2	4.5	4.8	5.2
Year 6	Autumn	3.2	3.5	3.8	4.2	4.5	4.8	5.2
	Spring	3.5	3.8	4.2	4.5	4.8	5.2	5.5
	Summer	3.5	3.8	4.2	4.5	4.8	5.2	5.5
Exceptional Progress		Pupils who achieve atleast 3 sub-levels of progress in an academic year will be considered gifted.						

### Note:

Less Able, Able and More Able attainment levels are set by the Local Authority.

Gifted attainment levels are set by DPS.