

# Granby Policy for the Most Able and Gift Pupils

September 2015

## **Rationale**

At Granby School we are committed to working for quality and equality of opportunity for all our children. We recognise children as individuals with unique personalities, skills and abilities and we provide teaching which makes learning challenging, engaging and enables children to reach their potential.

We also recognise that within our school there are a number of children whose performance or potential is **significantly** greater than that of their peers. Therefore, we have the responsibility to meet the needs of these children and this policy outlines the identification procedures and provision made.

## **The aims at our school are:**

- to identify the most able and gifted children.
- to provide them with a suitably differentiated and challenging curriculum
- so they are positively challenged by the work and situations they meet.
- to provide opportunities for these children to be independent and creative in their learning.
- to celebrate high achievement.
- to recognise the range of talents that pupils at our school have.

## **Our definition of most able and gifted children.**

These children have ability or abilities beyond the large majority of children in school, and who consequently require more challenging learning. Within this broad category of approximately 20% of the school population, will be smaller groups of exceptionally able, gifted and talented children. Their potential will be shown in any or all of a wide range of contexts, such as different learning styles, creativity or leadership.

At our school, we try to have the widest possible view of ability and believe many pupils have skills outside the usual definitions of ability. We therefore also encourage and reward children who, for example, are particularly good at helping others, or at noticing when children are upset and supporting them.

## Identification

Children who demonstrate this described level of performance or potential may be identified using a range of methods:

- Teacher assessment
- SATs results
- Parent comments
- Information from previous teacher/school.
- Teacher identification using an awareness raising checklist of characteristics

(see Appendix 1- G&T Checklists)

Teachers have access to further, more detailed checklists for individual subjects on our school system which they may refer to, to aid identification.

These children, in each year group, will be identified in the Autumn Term and their names recorded electronically on the Target Group Records for each Year Group (kept in the school's Assessment and Record Files). These may be amended during the year as necessary. Teachers will then refer to this record when planning provision or considering children for further opportunities. Information regarding the attainment of this group of children will be tracked using the School's Target Tracker System.

Every classroom also has groups displayed for Literacy and Numeracy, making it clear who the higher ability children in these core subjects are.

## Provision

There are a variety of types of provision we may use:

- Acceleration - matching work more closely to the child's intellectual ability. The 2014 curriculum encourages the teaching of objectives within the child's school year, however, future year group objectives (and even key stage) can be covered if and when appropriate. Medium term planning ensures there is progression and continuity throughout the school.
- Extension - this means providing challenges which go more **deeply** into a topic or concept.
- Enrichment - this means providing other activities which run alongside the normal curriculum and go more **broadly** into specific areas of study

Examples of opportunities include:

### In the classroom

Differentiation by task and by outcome is practised in all classrooms. Teachers use a range of flexible learning and teaching strategies to keep very able children interested and provide them with challenge, such as higher order thinking skills, questioning, problem solving and independent learning. This is supported by appropriate setting/grouping arrangements.

### Outside the classroom

We aim to provide activities that will enrich and extend the experiences of our very able and gifted pupils. These include after school clubs e.g. sport activities, music lessons, choir, computer, art club, Eco club, visits from specialists and opportunities to attend activities arranged by local secondary schools for the most able and gifted pupils.

A full calendar of events for the most able and gifted children, and a log of development are electronically recorded in the Curriculum Co-ordinator's file on the school system.

### **Co-ordinating and development**

The Phase Leader and Class Teachers will co-ordinate the provision made for the most able by:

- monitoring opportunities for quality provision
- remaining aware of national and local developments
- developing appropriate resources
- using the school data tracking systems to monitor the attainment and achievement of the very able
- monitoring the use of a differentiated curriculum and AfL strategies to allow pupils to reflect on their own progress and set targets
- ensuring systems are in place for transfer of information to secondary schools including transition projects, planning meetings and induction visits

### **Policy review**

This will be carried out annually by the Curriculum Committee with a view to modifying strategies, adding to resources and providing in-service training.

## **Appendix I:**

### **G & T Checklist 1**

- A Learns easily
- B Original, imaginative, creative
- C Persistent, resourceful, self-directed
- D Inquisitive, sceptical
- E Informed in unusual areas often beyond their years
- F Artistic
- G Outstanding vocabulary, verbally fluent
- H Musical
- I Independent worker, shows or takes the initiative
- J Good judgement, logical
- K Versatile, many interests
- L Shows unusual insights
- M Shows high level of sensitivity, empathy
- N Has excellent sense of humour
- O Exhibits unusually extroverted or introverted behaviour within a group
- P Unusually high motivation and self-expression
- Q Speed and agility of thought and preference for verbal rather than written expression
- R Shows leadership qualities
- S Socially adept
- T Physical
- U Behavioural indicators

### **G & T Checklist 2**

Gifted and talented pupils are a diverse group and their range of attainment will be varied.

However, they are more likely than most pupils to:

- think quickly and accurately;
- work systematically;
- generate creative working solutions;
- work flexibly, processing unfamiliar information and applying knowledge,
- experience and insight to unfamiliar situations;
- communicate their thoughts and ideas well;
- be determined, diligent and interested in uncovering patterns;
- achieve, or show potential, in a wide range of contexts;
- be particularly creative;