



# **Mountbatten Primary School**

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



1	Summary	More Able, Gifted and Talented Policy			
2	Responsible person	Adam Tompkins			
3	Accountable SLT member	Jamie Wegg			
4	Applies to	<input checked="" type="checkbox"/> All staff <input type="checkbox"/> Support staff <input type="checkbox"/> Teaching staff			
5	Who has overseen development of this policy	Jamie Wegg			
6	Who has been consulted and recommended policy for approval	LGB			
7	Approved by and date	5.10.22			
8	Version number	1			
9	Available on	Every	<input type="checkbox"/> Y <input checked="" type="checkbox"/> N	Trust website Academy website SharePoint	<input type="checkbox"/> Y <input checked="" type="checkbox"/> N <input checked="" type="checkbox"/> Y <input type="checkbox"/> N <input checked="" type="checkbox"/> Y <input type="checkbox"/> N
10	Related documents (if applicable)				
11	Disseminated to	<input checked="" type="checkbox"/> Trustees/governors <input checked="" type="checkbox"/> All staff <input type="checkbox"/> Support staff <input type="checkbox"/> Teaching staff			
12	Date of implementation (when shared)	September 2022			
13	Consulted with recognised trade unions	<input type="checkbox"/> Y <input checked="" type="checkbox"/> N			



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## 1. Introduction

1.1. At Mountbatten Primary School we believe that all children are entitled to make the greatest progress possible and reach their greatest potential. We believe that any special abilities or talents should be identified as early as possible and developed during their time at Mountbatten Primary School. This will then have an impact on learning and achievement not only for those individual children but for the whole school.

1.2. The aim of this policy is to ensure a consistent approach to the identification of and support of gifted and talented children at our school. We will do this through:

- an agreed definition of the terms gifted and talented
- an identification of these children as soon as possible
- using a range of criteria to help us with identification
- meeting pupil's needs with a range of strategies for teaching and learning
- working in partnership with parents
- constantly evaluating the provision, we make for more able, gifted and talented children in our classrooms and throughout school

## 2. Scope of the policy

- More-able, or gifted, refers to pupils with above average ability in academic subjects e.g. English, Maths
- Talented refers to pupils who excel in enhanced creative and artistic, musical, or sporting fields

2.1. Pupils who are more able/gifted are those who achieve, or who have the potential to achieve, greater depth in the end of year expectations for their year group. Children may be more able/gifted in one area of learning, but may attain at nationally expected levels in others.

2.2. The terms 'more able' and 'gifted' implies a comparison between an individual child's ability and that of the cohort in which they work. A child may be considered to be more able/gifted and talented if they are insufficiently challenged by activities planned for the higher ability group of children in the



class. A child may be seen to be insufficiently challenged if they complete activities well before other pupils or do not engage in activities with interest and concentration but understand the activity well when questioned by the teacher.

2.3. The term 'talented' refers to abilities that are above those of their peers. A pupil could be talented in one or more of the following areas:

- Artistic and Creative ability (art, design, drama)
- Musical ability (music)
- Practical ability (DT, mechanics)
- Physical ability (PE, sports)
- Social ability (personal and interpersonal, leadership)

### **3. Implementation of the policy**

3.1. At Mountbatten Primary School we adopt broad and flexible identification strategies which are realistic, manageable, achievable and regularly reviewed. The identification process is ongoing and begins as soon as the child joins the school.

#### **3.2. Identification by teachers**

3.2.1 It is part of general classroom practice for teachers to assess the ability of all children through observation, marking work and informal assessments. Through these ongoing mechanisms, teachers are readily able to identify pupils who are more able/gifted and talented. Teachers are aware that a child's ability may change from year to year and class to class. They are also careful to give no undue bias in their identification to a child's gender, ethnicity or family background

#### **3.3 Use of prior starting points and teacher assessment**

3.3.1 Our assessment tracking systems are used to identify children who are achieving well above their age expected expectations in English and Mathematics. These pupils are identified as achieving greater depth (GDS) in the end of year expectations for their year group. Pupils will also be identified through attainment at key starting points e.g. GLD, phonics screening check, KS1; as well as the regular cycle of teacher assessment and discussed during half termly pupil progress meetings

#### **3.4 Results of tests and formal assessments/Assessment for Learning**

3.4.1 Summative and formative assessments form an integral part of the school's cycle of planning, teaching, assessment and monitoring. Test results are used to analyse children's attainment against their peers and against standardised or national expectations such as Reading age. A child may be deemed more able/gifted if their results are higher than the national scaled score expectations, however testing alone is not sufficient to identify those children with varying intelligences



### **3.5 External experts**

- 3.5.1 There may be occasions when teachers need a 'second opinion' or a more detailed analysis to decide if a child is gifted and talented. This may be particularly appropriate for children whose special needs may hide their true ability, for example, the poor behaviour of a child with emotional difficulties, children with autistic spectrum disorders, or a physical disability such as visual or hearing
- 3.5.2 impairment. In such cases the SENCO is responsible for organising support from appropriate professionals such as the Educational Psychologist or hearing impaired support service

### **3.6 Parents**

- 3.6.1 Parents will sometimes be able to draw attention to specific skills and talents which their child does not demonstrate in the school situation. Mountbatten Primary School has an open-door policy in which parental views are welcomed and valued. Parents evenings, parental involvement, parental nomination forms and the parent questionnaires are all mechanisms by which parents may be able to contribute to the identification of a gifted and talented child. Information about nominating children is found on the school website.

### **3.7 Children**

- 3.7.1 The school utilises many strategies to involve children in assessing their own learning and setting and reviewing their own targets. Children have targets in the front of their books and are involved in self and peer assessing both how they are doing and what they need to do next. Children are also involved in evaluating their work in foundation subjects.

### **3.8 Provision**

- 3.8.1 When the school has identified a pupil as more able/gifted and talented it has a duty to ensure that appropriate provision is made for them. More able/gifted and talented pupils are entitled to a curriculum and teaching which provides them with opportunities to accelerate in their area of strength.
- 3.8.2 This provision may take a variety of forms:
- Target setting
  - Varied and flexible grouping within a class
  - Differentiation and challenge
  - Teaching of thinking and problem-solving skills
  - Asking higher order questions which encourage deepening understanding, investigation and enquiry
  - Peer and self-assessment
  - Visits from experts
  - Range of extra-curricular activities to develop a wide variety of skills
  - Increasing opportunities for artistic, creative, musical and sporting development across the school
  - Attendance at competitions and tournaments
  - Special themed days



3.8.3 The cycle of monitoring and moderation created by Mountbatten Primary School, to include book scrutinies, book moderation, lesson observations and pupil interviews will identify strengths and weaknesses in the provision for the more able/gifted pupils. CPD opportunities to develop teachers' knowledge of provision for more able/gifted pupils will be provided through staff meetings and external training.

### 3.9 **More Able, Gifted and Talented Register**

3.9.1 It is the responsibility of the More Able, Gifted and Talented co-ordinator to ensure that the register is checked annually; and updated when pupils are identified through pupil progress meetings or by a parental nomination. Parents should be kept informed of their child's talents and skills when they are added to the register.