



Signed:

Date:

Review:

More Able, Gifted or Talented Policy

In the Seaton Valley Learning Partnership we believe in treating all pupils as individuals and catering for their individual needs. This includes those children who are deemed to be 'more able or gifted or talented'.

This policy outlines the partnership's practice and procedures relating to more able, gifted or talented pupils.

The policy outlines the way that the partnership:

- defines what 'more able gifted or talented' means.
- identifies a pupil as more able, gifted or talented'
- understands the impact on teaching and learning
- makes additional provision for more able, gifted or talented pupils
- roles and responsibilities

What does 'more able, gifted or talented' mean?

The Seaton Valley Learning Partnership of Schools believes that the phrase 'more able, gifted or talented' means that pupils 'excel' in a particular area of learning.

We see the term 'gifted' as those who demonstrate:

Inherent ability

High order abilities
Own direction
Originality
Creativity

We see the term 'talented' as those who demonstrate:

Self-motivation
Perseverance
Response to skilled help
Ability
Interest

Able, gifted and talented pupils can reach the same high level of achievement/attainment but may get there by a different route.

How do we identify a child as more able, gifted or talented?

1. Teacher or staff nomination
2. Assessment evidences pupil is working at a level above the most able in the group
3. Pupils operating at the mastery level against age related expectations up to the start of year 9 and within year 10 when it will be Grade A (or highest grade possible)
4. Mastery level is demonstrated within the National Curriculum.
Observations in PE/Art/Music/D and T/Drama
5. Advice from outside agencies e.g. Peripatetic/Sports Coaches/Visiting artists
6. Parental information (if appropriate with evidence provided)
7. Peer nomination through SEAL/Circle Time/PSHE
8. Pupils who show strengths in the areas of: resilience; mediation; social and emotional intelligence

In making quality provision for more able, gifted or talented pupils there is an impact on teaching and learning:

An effective school will meet the needs of more able, gifted or talented pupils ***alongside those of all pupils by:***

- Consulting pupils about their interests before making decisions about curriculum provision
- Providing lessons that are consistently challenging across the school and allow children to perform at a wider and deeper level of understanding and application.
- Training staff to plan for individuals and groups
- Track all pupils in terms of their progress
- Match teaching to the individual needs of all pupils
- Give skilled staff status and responsibility

- Sharing clear learning objectives and success criteria with pupils
- Making links with learning and real life situations/contexts
- Making lesson meaningful, active, enjoyable and that create success
- Providing opportunities for purposeful talk with talk partners and small group tasks
- Encouraging pupils to ask questions to clarify understanding
- Giving pupils personal targets to own and work towards in lessons
- Teachers modeling the process; explaining what they are doing, thinking and questioning aloud
- Using homework and pre learning to move the lesson forward
- Using strategies for active engagement through a range of different learning styles at various points throughout the lesson
- Concluding lessons with plenaries that support pupils in reflecting openly on what they have learned and next steps

The Seaton Valley Learning Partnership of Schools believes that all pupils should achieve standards that reflect their potential and recommend that all schools use the two documents attached at the end of this policy:

- 1. Classroom Quality Standards in Gifted and Talented Education***
- 2. A framework of personal, learning and thinking skills***

Making additional provision for more able, gifted or talented pupils in Seaton Valley Partnership of schools

The Seaton Valley Learning Partnership consists of one community high school, two middle schools and five first schools. In the spring of 2010 members from each school volunteered to become part of a 'more able, gifted or talented' steering group. The purpose of the group was to develop provision for more able, gifted and talented pupils across the partnership and to date the following actions have been implemented:

- Workshops for first school pupils in Key Stage 2 (Years 3 and 4) will be planned for each half term.
- Workshops will be led by school staff from first, middle and high schools
- Workshops will be carried out in school time
- Staff training on leading workshops will be provided
- A list of teachers willing to lead in particular subject areas collected
- Where possible specialized facilities at middle/high schools to be utilized e.g. labs/ICT suite
- Attendance at workshops is limited purposefully to 3 pupils per school equaling a workshop of 15 pupils with full attendance with the exception of PE

- School staff should check with the host school and teacher leading the workshop to determine whether attendance by staff from visiting schools is required.
- Evaluation forms must be carried out with all pupils taking part following each workshop and handed to the chair of the steering group (currently Gill Love HT at SSFS)
- An example of consultation with MAGOT pupils carried out summer 2012 is attached as Appendix 1

Next steps:

- Development of workshops for middle schools
- Continue to share examples of MAGOT work covered in workshops with parents where appropriate e.g. Book of writing following writing workshop/ Art exhibition following Art workshop

Roles and responsibilities

Children

- Their views and interests about the curriculum should be sought every two years. See Appendix 1
(Next consultation autumn 2017)

Parents/Carers

- Parents and Carers will be encouraged to support their children at all times
- Those parents/Carers of MAGOT pupils will be given support and advice where appropriate

Teachers and school staff

- Adhere to the points made in the section 'impact on teaching and learning,' respond to the pupils questionnaire and be committed to carrying out this policy

Governing Body

- Each school to appoint a staff governor with responsibility for MAGOT pupils and it's place within the curriculum
- Governor to carry out monitoring visits