



Eccleston C.E. Primary School  
*Let Our Light Shine*

**More Able Pupils Policy**

Teaching, Learning and Personnel Committee

Reviewed: Autumn 2018

Approved by Teaching, Learning and Personnel Committee:  
Autumn 2018

Approved by Full Governing Board: Autumn 2018

Signed by Chair of Governors:

Review Date: Autumn 2021

## Eccleston C.E. Primary School

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

#### **Introduction**

At Eccleston school we aim to provide a curriculum that is appropriate to the needs and abilities of all of our children. Teaching and learning is planned to enable each child to reach for the highest level of personal achievement.

This policy helps to ensure that we recognise and support the needs of those children in our school who have been identified as 'more able,' 'gifted' or 'talented.'

We respect the right of all children in our school, irrespective of difference in ability, to access all areas of learning, and to develop the knowledge, skills, understanding and attitudes that are necessary for their self-fulfillment and eventual development into active, successful and responsible adults.

The ethos at Eccleston is one of valuing the individuality of all of our children and our vision for the school makes specific reference to challenging all the children in our care in order to promote attainment. Staff are committed to giving all children every opportunity to achieve the highest of standards. This policy guides the way in which this happens for our more able and very able children.

#### **Definition**

More able pupils are those whose academic performance is significantly above age expectations in two core subjects.

Gifted pupils are those who demonstrate significant achievement in a specific subject.

Talented pupils are those who demonstrate exceptional performance in one or more of the following:

- The arts or design
- Sports
- A high level in a particular field outside the curriculum

#### **Aims**

Through this policy, we aim to:

- Support the abilities, personal qualities and talents of all children.

- Ensure that all children receive an education appropriate to their abilities to enable them to reach their full potential.
- To provide teaching which makes learning challenging and enjoyable.
- To offer children opportunities to generate their own learning and encourage independence.
- To provide higher order thinking and questioning skills.

### **Identification**

At Eccleston we use a wide range of strategies to identify more able, gifted and talented children. The identification process begins when a child joins our school. Pre-school records are used to identify achievements and interests in particular areas and discussions with parents and carers enable us to add further details to these records.

- Children undergo continuous assessment throughout their reception year through the implementation of the Early Years Foundation Profile.
- Teacher observations and assessment
- Monitoring
- KS1/2 Standards Assessment Tests and optional SAT's.
- Parent nomination
- Peer nomination
- Information provided by colleagues from outside agencies e.g. clubs, educational psychologists etc...

### **Strategies to support children who are more able, gifted or talented**

Some or all of the following will be used to support children who are identified as more able, gifted and talented:

- Differentiated planning - stimulus, activity, resources, tasks, outcome, support given, response.
- Providing appropriate challenge - enrichment or extension activities.
- Varied and flexible grouping
- Lesson plans to identify extension tasks for more able children, where appropriate.
- Planned activities should cater for different learning styles.
- Appropriate learning targets.
- Development of thinking skills.

It should be possible to address the needs of children within the appropriate year group. However, there may be times when it will be appropriate for children to work with older peers in some curricular activities.

### **Extra-curricular activities**

At Eccleston we offer a range of extra-curricular activities, provided by both school staff and external professionals, which although are open to all children, offer more able, gifted and talented children the opportunity to extend their learning.

Enrichment activities through the use of specialists - colleagues from high schools, visiting artists or theatre groups.

### **Responsibilities**

Adults at Eccleston who have responsibility for more able, gifted and talented children are:

Headteacher - Mrs Katie Prescott

Governor - Mrs Helen Glaze

Lead teacher - Mrs Beverley Arrowsmith

Class teachers

Support staff

The class teacher:

- Take steps to identify children within their class who are more able, gifted or talented.
- Gather data to support this identification.
- Plan and implement appropriate provision
- Support and be supported by parents/carers.
- Review provision regularly.
- Liaise with the more able, gifted and talented curriculum leader.

The more, able, gifted and talented curriculum leader:

- Liaise with class teachers.
- Liaise with assessment leader to collate relevant materials and results.
- Support staff in supporting children.
- Maintain a register of more able, gifted and talented pupils.
- Work alongside headteacher and governor with responsibility for more able, gifted and talented children in supporting and improving provision for identified children.
- Liaise with outside agencies as necessary.
- Organise INSET/CPD opportunities
- Establish links with schools in our cluster.

### **Monitoring and Evaluating provision**

Provision for children who are more able, gifted and talented is a regular part of the monitoring of teaching and learning at Eccleston. Regular classroom observations by the headteacher, chair of governors, School Improvement Partner and lead teachers highlights good practice and areas for improvement in the teaching of children who are more able, gifted and talented.

Moderation of samples of work taken throughout the school is regularly reviewed to ensure high standards are being achieved and that planning and delivery of lessons is appropriate.

A register of children who are more able, gifted and talented is regularly reviewed and revised.

Headteacher has a register of children who are under-achieving and the progress of these children is closely monitored.

Parents and teachers should work closely together to ensure the educational, social and emotional needs of the children are met.

Year 6 teacher liaises and provides relevant information about more able, gifted and talented children to their feeder high schools.