



## Rush Common School Professional Practice Document (“PPD”) for More Able, Gifted and Talented Pupils

### 1) PPD rationale and aims:

1.1 The aim of this PPD is to ensure that we:

- Identify pupils who are achieving or have the potential to achieve significantly in advance of the average for their year group.
- Provide for the learning needs, through challenge, extension and enrichment, of those children who may be identified as more able, gifted and talented.
- Prepare the pupils for the opportunities, responsibilities and experiences of life.

1.2 While we recognise and cater for these particular categories of children in our school, at the same time we respect the right of *all* children, irrespective of differences in ability, to access various areas of learning, both for their self-fulfilment, and for their eventual development into active and responsible adults. In our mission statement we declare accordingly that we value the individuality of all our children.

### 2) Definition:

2.1 We have chosen to use the terminology ‘More Able, Gifted and Talented’ and to adopt the DfES definition. We accept the following recommendations:

2.2 The gifted and talented cohort comprises 2% nationally. The pupils identified in the cohort will be achieving or have the potential to achieve, significantly in advance of the average for the year group in their school.

Pupils can be identified as:

- Being ‘all-rounders’,
- ‘Gifted’, referring to a child who has a broad range of achievement at a level well above average, typically in the more academic subjects (other than art, music or PE),
- ‘Talented’ referring to a child who excels in one or more specific fields, typically those that call for performance skills, such as sport or music, but who does not necessarily perform at a high level across all areas of learning.

2.3 Pupils with English as an additional language (EAL) and pupils with disabilities and or special educational needs (SEN) will be given equal access to identification. The definitions are seen as complementary rather than exclusive.

### 3) Identification of More able, Gifted and Talented children

3.1 We use a range of strategies to identify more able, gifted and talented children. The identification process is on-going, and begins when the child joins our school. Each

child's pre-school record gives details of achievements and interests in particular areas. Discussions with parents and carers enable us to add further details to these records.

3.2 The school has chosen to adopt the following procedures to identify the more able, gifted and talented cohort.

- Analysis of whole school assessment data as part of the school assessment cycle (pupils achieving at a higher level than expected for their age).
- Monitoring individual pupil rates of progress over time.
- Outstanding pieces of work.
- Teacher identification supported by the use of subject specific checklists.
- Teacher identification of underachievement using indicators.
- Teacher identification supported by observation.
- Discussion with colleagues.
- Parent and pupil self nomination with supporting evidence.
- Pupil observation/self-evaluation or peer group nomination.

3.3 The names of pupils identified as being More Able, Gifted and Talented in the three areas; all-rounders, academic ability or talented will be recorded on a register. The register will be maintained for the purposes of identifying pupils for curriculum opportunities, for staff information and for monitoring purposes. The register will be reviewed at the schools devised assessment points during the year.

3.4 It is not a foregone conclusion that an identified pupil will remain on the list for the duration of their time in school.

#### **4) Identification and strategies for underachievers:**

The above identification and strategies for underachievers also ensure that pupils are identified who have the potential to achieve, but are not regularly demonstrating high achievement.

#### **5) Assessment**

The progress of identified pupils will be monitored using the whole school assessment procedures (see assessment policy). This ensures that all pupils' progress is closely tracked and progress monitored.

For some pupils, for example, those who are performing exceptionally well in comparison to their peers or those who are having motivational or behavioural difficulties, additional assessment may be required. All this is used to form Individual Educational Plans (IEPs) for exceptional pupils. In some cases the advice of an outside agency may be sought. Parents will be consulted and asked for permission.

#### **6) Pupil and parent involvement**

6.1 Parents are welcome into school to discuss: their child's gifts or talents, the school's approaches to meeting their child's needs, ways in which they can support their child to develop these gifts and talents.

Pupils' progress of targets on Individual Educational Plans will be used as a basis for discussions with staff and parents at consultation meetings. Parents will have access to and be supported through the MAGT learning area on the school interest space via the Learning Platform with: guidance, links to organisations for support and their child's E-portfolio records.

6.2 Parents and pupils may nominate themselves as part of the identification and assessment process.

Parents will meet every second term for group meetings with the MAGT coordinator to be kept informed with up to dates regarding MAGT initiatives, advice from school and support from parents in similar positions.

6.3 Pupils who are identified as being More Able, Gifted and Talented will be made aware of their Individual Educational Plan which will be informed through usual target setting and class based assessment procedures. They will be given challenging learning experiences and opportunity in setting their own targets and reviewing their progress towards achieving them. This will support them in realising their potential.

MAGT pupils will receive group mentoring every 2 terms and individual mentoring where and when needed. Individual Educational Plans, targets and any learning difficulties will be discussed.

## **7) Provision**

### **7.1 Teaching and Learning**

We aim to provide a broad and balanced curriculum that encourages all pupils to pursue and develop their individual interests and abilities. For the majority of pupils identified as More Able, Gifted and Talented, provision will be made within the classroom:

- Schemes of work with clearly differentiated assessment objectives so that it is clear what is expected of gifted and talented pupils.
- Assessment opportunities which match these objectives and assessments that reflect the essential ingredients of high ability within a curriculum area.
- Schemes of work that allow for differentiation within a group by pace, outcome, task, resource, support and dialogue and are accompanied by appropriate resources.
- Differentiated homework.
- Differentiated learning activities which offer real opportunities to extend and challenge, broaden and deepen pupils' understanding with differentiated success criteria for pupils to measure their success.
- Higher Order Thinking and questioning will be used with very good effect to extend pupils' thinking, challenge and understanding.
- Pupils will be expected to ask challenging questions of the teacher and each other. Activities via problem solving and cross curricular investigations will support this.
- A variety of teaching and learning styles that cater for the needs of gifted and talented pupils, e.g. open ended tasks, higher order thinking skills, the opportunity for speculation and problem solving, independent learning etc.
- A variety of teaching and learning styles that recognise the needs of individual learners and that all pupils will have a preferred learning style which must be catered for at some time.
- High teacher expectations of pupils and an emphasis upon quality not quantity.
- Opportunities to take responsibility for the organisation of their work and show imagination in the chosen style of presentation.
- Opportunities to critically analyse their own work via self evaluation, reflect on their own learning through discussions and to set targets for improvement.
- A stimulating classroom environment where display promotes learning.
- Displays of pupils' work in high profile areas.

## **7.2 Beyond the classroom:**

- Opportunities for enrichment activities provided by outside local and national organisations.
- Extra-curricular activities.
- Internal and external competitions.
- Subject clubs.
- Responsibility for subject newsletter or magazine.
- Visiting speakers and subject workshops to enhance the learning experiences of pupils.
- Materials in the library and internet resources for gifted and talented pupils.
- Achievements notice board.
- Encourage and celebrate the special abilities, talents and achievements, such as musical, art and sport, through assemblies, presentations and displays.
- Produce activity days / weeks, e.g. Young Business Enterprise projects, Arts week, Maths week/day, Earth Summit etc.

## **7.3 Additional support:**

For exceptional pupils, provision will be made which is different from and additional to normal curriculum planning. In some circumstances, pupils may be withdrawn for specific curriculum activities (e.g. extension Maths work, additional English work). In all cases the criteria for selection of pupils and the purpose of the activity will be made explicit and parents will be informed.

We will endeavour to provide additional support for individual pupils where it is required. This may include one-to-one support or small group work.

In making appropriate provision for More Able, Gifted and Talented pupils, it is important to recognise that their needs are not purely educational but that they also have specific social and emotional needs. Planning provision for More Able, Gifted and Talented pupils at both a whole school level should aim to take account of these needs.

## **7.4 Emotional needs:**

- Have a secure environment in which they feel happy to display their ability.
- Have the opportunity to experience failure.
- Able to relax and enjoy their learning.
- Have a person who understands their strengths and weaknesses.
- Know that they can ask searching questions and receive a considered response.
- Have sensitive but firm handling.
- Receive ample praise and recognition for their achievements.
- Have a good relationship between home and school.
- Be recognised as individuals with specific learning needs within a normal classroom environment.

## **7.5 Social needs:**

- Work in a team.
- Value the skills and attitudes of others.
- Learn to co-operate and seek advice when appropriate.
- Learn acceptable and social behaviour, where appropriate.
- Have their progress and development profiled effectively.

**7.6 Management of provision for More able, Gifted and Talented pupils:**

All adults in school have a responsibility for more able, gifted and talented pupils. It is the responsibility of every teacher to provide an appropriate curriculum for more able, gifted and talented pupils in their classes. There is a designated teacher with responsibility for overseeing the implementation of this policy. (For full listing of the role of the co-ordinator, see Co-ordinator of More Able, Gifted and Talented Pupils Job Specification) There is also a named governor with responsibility for the more able, gifted and talented pupils.

Monitoring and evaluation procedures in every subject include the monitoring of planning and differentiation in all classes. (See policy).

**8) Transition:**

On transition, to another class in school or to another school, we will ensure that information on identification; assessment and individual attainment and achievement will be recorded and shared. This will ensure continuity and progression in curriculum provision. Where pupils are transferring to another school, a liaison meeting will take place with the designated teacher from the receiving school and the needs of the pupils discussed.

**9) Review of this PPD**

The Senior Leadership Team reviews the PPD every 3 years. It may however review the PPD earlier, if required.

Approved by the Senior Leadership Team meeting on 13<sup>th</sup> June 2014

Signed.....

Headteacher

Next Review Date: June 2017