



Griffin Primary School

More Able, Gifted and Talented Policy



1	Summary	More Able, Gifted and Talented Policy			
2	Responsible person	Louise Pitts			
3	Accountable SLT member	Louise Pitts			
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	Louise Pitts			
6	Who has been consulted and recommended policy for approval	LGB			
7	Approved by and date	LGB 25.10.24			
8	Version number	2.0			
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)	Autumn Term 2024			
13	Consulted with recognised trade unions	<input type="checkbox"/> Y <input checked="" type="checkbox"/> N			



Contents

1. Introduction and aims	4
2. Definitions	4
3. Identification of pupils who are more able, gifted or talented.....	4
4. Provision	5



1. Introduction and aims

At Griffin Primary School we believe that 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 Griffin Primary School. This will then have an impact on their learning and achievement not only for those individual children but for the whole school.

The aim of this policy is to ensure a consistent approach to the identification of and support for 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/carers
- Constantly evaluating the provision we make for more able, gifted and talented children in our classrooms and throughout school

2. Definitions

More able, or **gifted**, refers to pupils with above average academic ability in academic subjects e.g. English or Maths.

Talented refers to pupils who excel in enhanced creative, artistic, musical or sporting fields.

Pupils who are more able/gifted are those who achieve, or who have the potential to achieve greater depth securely in the end of year expectations for their year group. Pupils may be more able/gifted in only one area of learning or in more than one.

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

3. Identification of pupils who are more able, gifted or talented

At Griffin 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.



Identification by teachers

It is part of general classroom practice for teachers to assess the ability of all pupils through ongoing observation, marking work and informal assessments. Through these ongoing mechanisms, teachers are readily able to identify pupils who are more able, gifted or 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.

Use of prior starting points and teacher assessment

Assessment and tracking of pupils are used to identify pupils who are achieving well above their age related expectations in English and Maths. 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, PSC etc; as well as the regular cycle of assessments and RAG meetings. Not all pupils who achieve GDS will be classified as more able, gifted and talented.

Results from assessments

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 pupil's attainment against their peers and against standardised or national expectations. A pupil may be deemed to be more able/gifted if their results are higher than the national scaled score expectations, however testing alone is not sufficient as a means to identify these pupils.

External professionals

There may be occasions when teachers need a second opinion or a more detailed analysis to decide if a pupil is gifted or talented and external professionals may be used to support the decision.

Parents/carers

Parents/carers will sometimes be able to draw attention to specific skills and talents which their child does not demonstrate, or have the opportunity to demonstrate, at school. Griffin Primary School has an open-door policy in which parental views are welcomed and valued. Parents evenings, Open classrooms, parental questionnaires and other parental involvement are all mechanisms by which parents/carers are able to contribute to the identification of a gifted or talented pupil.

4. Provision

When the school has identified a pupil as more able, gifted or 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.

This provision may take a variety of forms:



- Target setting and discussions in RAG meetings
- Varied and flexible grouping within a class
- Adaptations, extension and challenge tasks
- Teaching of 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
- Increased opportunities for artistic, creative, musical and sporting development within and beyond the school day
- Attendance at competitions and tournaments
- Themed days

CPD opportunities to develop teachers' knowledge of provision for more able, gifted and talented pupils will be provided through staff meetings and external training.

This policy will be reviewed as and when required.