**PERRYFIELDS PRIMARY PRU**

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**GIFTED AND TALENTED/MOST ABLE POLICY**

**Written**

**December 2018**

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| **Review Date** | **Reviewed Date** | **Reviewer (Who?)** | **Action** **(Ratified by Management Committee - Who?)** | **Signed** **Chair** |
| **June 2021** | **June 2021** | **SLT** | Ratified by Management Committee 06.07.2021 |  |
| **June 2024** |  | **SLT** |  |  |
| **June 2027** |  | **SLT** |  |  |

**Vision and Aims:**

At Perryfields Primary PRU we believe that all our pupils, whatever their starting point,

should be provided with appropriate learning experiences so that they are happy, confident

and successful learners.

The Ofsted school inspection handbook (Sept 2018) states that Inspectors will evaluate

evidence relating to the achievement of specific groups of pupils and individuals, including the most able pupils.

This Gifted and Talented (Most Able) Policy provides guidance as to how we will meet the

needs of our most able students and be able:

* To identify Highly Able/Gifted and Talented students in all areas of the curriculum;
* To provide ‘a tailored education…addressing the needs of the most able/gifted and talented’ students and to offer ‘support to fulfil their potential’ within the curriculum provided;
* Through personalised learning, to make the child the centre of their learning and to enable all Most Able/Gifted and Talented students to achieve their potential.

**Definition of Highly Able/Gifted and Talented**

The terminology for this group of pupils is varied and changing. Over the years many terms

have been used, often being grouped into ‘gifted and talented’ and more recently 'most able' (Ofsted).

In England**,** the original definition of 'gifted and talented' provided by the Department for

Education was:

*"Children and young people with one or more abilities developed significantly ahead of their year group or with the potential to develop these abilities."*

Potential Plus (formally National Association for Gifted Children) prefers the phrase, ‘high

learning potential’.

The report ‘Educating the Highly Able’ produced the Sutton Trust (July 2012) recommends ‘the confusing and catch‐all construct “gifted and talented” be abandoned and suggests the focus, as far as schools are concerned, should be on those capable of excellence in school subjects, which the report terms, ‘highly able’.

Whatever the terminology, schools should ensure that all pupils are challenged and make good progress in school.

We have chosen to use the term “**most able**” when talking about those identified as Gifted and Talented in our school but will still equate this with the traditional term of Gifted and Talented in policies, etc. during the changeover to using “most able”. Most Able/Gifted and Talented students are typically defined as the top 5‐10% of students per school, regardless of the overall ability profile of students.

**Gifted*:*** the top 5 ‐10% of students per school as measured by actual or potential achievement inEnglish, Maths, Science, History, Geography, Modern Foreign Languages, RE, Computing or Design and Technology.

**Talented*:*** the top 5 ‐10% of students per school as measured by actual or potential achievement in the subjects of Art, Music, PE or the Performing Arts.

**Roles and Responsibilities**

**The Management Committee will:**

* Ensure resources are made available and receive reports/updates about the provision/progress of Most Able/Gifted and Talented pupils within school.

**The Headteacher** will have overall responsibility for ensuring the policy is carried out including:

* Keep abreast of national requirements and modify practice accordingly.
* Deliver INSET/training relevant to Most Able/Gifted and Talented.
* Provide reports/updates about Most Able/Gifted and Talented provision/progress to the Management Committee when appropriate.

**The Assessment Co‐ordinator will:**

* Track the provision of Most Able/Gifted and Talented within school from Y1 to Y6.
* Ensure that Most Able/Gifted and Talented children are part of the Pupil Progress Meeting agenda.

**Curriculum Area Leaders will:**

* Identify the key characteristics of a Most Able /Gifted and Talented student in their

subject areas

* Support staff in planning provision for Most Able/Gifted and Talented students.
* Monitor the progress and provision of students registered as most able in their subject areas.
* Liaise with external advisors to keep up to date with Most Able/Gifted and Talented developments and to be aware of external provision.
* Keep abreast of and identify opportunities for participation in events/summer schools that fall under their subject area.
* Ensure the Most Able/Gifted and Talented pupils under their subject area are given the *opportunity* to participate in events and summer schools where appropriate; including communicating with parents and class teachers.
* Collect samples of work each term as part of the monitoring.

**Class teachers will:**

* Identify Most Able/Gifted and Talented students in particular areas and track their progress
* Set appropriately challenging tasks and learning opportunities within lessons
* Differentiate appropriately and take into consideration students’ differing learning styles
* Regularly liaise with Subject Area Leaders re: Planning, provision and external events.

**Identification of Highly Able/Gifted and Talented Children**

Most Able/Gifted and Talented children at Perryfields Primary PRU will be identified during induction.

The methods for identifying Most Able/Gifted and Talented children are:

* Conversations with parents/carers on entry to the school;
* Conversations with mainstream school on entry;
* Baseline assessments on entry to school;
* Teacher assessment;
* Performance in national tests;
* Performance in sporting, drama, art and music events/competitions;
* Testing where it is deemed appropriate;
* Consultation with other professionals, parents and child.

The purpose of this identification process is to make adequate provision to meet the needs of such children where possible within the curriculum.

**Teaching and Learning Provision**

Provision for Most Able/Gifted and Talented Children at Perryfields Primary PRU will be

made in a variety of ways according to need and resources available:

* Use of pupil grouping to ensure that Most Able/Gifted and Talented pupils have
* opportunities to work with others of similar ability;
* Extension – where pupils follow a common curriculum but the more able have differentiated work, use more challenging resources and are set targets that require higher levels of thinking;
* Enrichment – where pupils are given access to learning experiences beyond the normal curriculum. (e.g. extracurricular visits, specialist tuition);

Perryfields Primary PRU ensures that the needs of Most Able/Gifted and Talented children

are catered for in the following ways:

* The Subject Leaders ensure that staff know which Most Able/Gifted and Talented children are in their care and are aware of their needs;
* Staff provide a stimulating learning environment with opportunities to challenge the

most able;

* Differentiated work within groups and on an individual basis;
* Extension/challenge activities within the classroom;
* Opportunities for self‐assessment and involvement in target setting by pupils;
* Learning is enriched through regular homework activities linked to the work being undertaken in classes. This offers teachers a further opportunity to set work at the level of individual children;
* Enrichment activities for all pupils (Art, Music, Cooking, Sports etc);
* Access to information about opportunities and clubs beyond our school.

**Monitoring and Evaluation**

Children identified as Most Able/Gifted and Talented will be monitored on a regular basis in the following ways:

* Through discussion with class teachers; (SLT, Assessment Leader)
* By monitoring pupil projections and targets for gifted children to ensure that they are sufficiently challenged; (Assessment Leader)
* By looking at work and planning and carrying out lesson observations to ensure Gifted and Talented children are being sufficiently challenged; (SLT, Subject leaders)
* By liaising with sports, music and art coordinators to ensure that opportunities have been made available to talented children. (SLT, Subject leaders)

**Transition**

On leaving in Year 6, information about pupils identified as being Most Able/Gifted and Talented will be passed to the High School.