



## **Pheasant Bank Academy Gifted and Talented**

### **Rationale**

Education at Pheasant Bank Academy should provide an environment which encourages all pupils to maximise their potential, which celebrates diversity and promotes success and where the learner has the freedom and opportunity to develop their unique gifts and talents. The curriculum and organisation of the school should allow each pupil to learn at a pace and level appropriate to his/her abilities within the context of spiritual, social and cultural growth.

### **Aims**

- To recognise that in the academy there is a group of pupils who are more able and/or talented and who will benefit from appropriately differentiated tasks, resources and the element of challenge.
- To develop a whole academy approach for these pupils, which emphasises progression, continuity and consistency in order to ensure quality of learning through both curricular and extra-curricular activities.
- To develop an awareness of learning tasks that are relevant, challenging, enjoyable and extend conceptual structures and make these available to pupils through careful planning.
- To develop appropriate assessment strategies so that needs are met fully.
- To encourage parents to support and complement the activities/approaches of the school.
- To develop links with outside agencies which might contribute to supporting these pupils.

### **Definitions**

The term more able has been chosen to describe the group of pupils who demonstrate abilities in one or more areas, which place them in the highest achieving 5-10% of the school population.

A talented pupil is one who is in the top 5-10% of those with a domain specific ability:

- Physical talent
- Visual/performing abilities
- Mechanical ingenuity
- Social awareness
- Creativity, the arts and music.

Abilities and talents could therefore be included which are exceptional in relation to national, as well as academy norms.

Two different groups of children can therefore be identified:

1. Those who are within the highest achieving 5-10% of the school regardless of any norm referenced measure.
2. Those who have high ability or who have particular talents in discrete areas, when viewed against national norms.

## **Identification of the more able and talented**

Before identifying any child able or talented in a particular area, we aim to ensure that all children have had the opportunity to learn and succeed in this area. This makes the identification process fair. An able or talented pupil should be identified using a variety of methods. The specific procedures will vary according to subject area but will include elements of the following:

- Teacher nomination
- Assessment results
- Scrutiny of pupil's work and moderation with other staff
- Peer nomination
- Parental nomination
- Self nomination

It is worth remembering that able pupils can be:

- Good all-rounders
- High achievers in one area
- Of high ability but with low motivation
- Of good verbal ability but with poor writing skills
- Very able but with a short attention span
- Very able but with poor social skills
- Keen to disguise their abilities.

Everyone in the academy has a responsibility to recognise and value pupils' abilities. We are aware that:

- Unnecessary repetition of work is de-motivating and that de-motivated pupils will not always demonstrate potential
- There is sometimes peer pressure to under-achieve
- Able pupils are not always easier to reach than other pupils

## **Provision for the more able and talented.**

Opportunities for extension activities, challenges and enrichment, to broaden and consolidate knowledge, should be clear in all planning. During policy and curriculum reviews we should ensure that every curriculum area makes reference to able and talented pupils.

We aim to:

- Maintain an ethos where it is positive to be bright.
- Encourage and embed outstanding behaviours for learning
- Encourage all pupils to be independent learners
- Recognise achievement through personalised and whole school rewards and celebrate these

- Be aware of the effects of ethnicity, bilingualism, gender and social circumstances on learning and high-achievement
- Provide a wide range of extra-curricular activities and clubs
- Always provide work at an appropriate level
- Challenge all pupils
- Provide opportunities for all pupils to work with like-minded peers

Provision may be classroom based or whole academy based. Classroom provision is where:

- Teachers have high expectations
- Tasks are designed to take account of levels of existing knowledge, skills and understanding and develop these further
- There are planned opportunities for the more able/talented pupils
- There is access to higher-tier assessment tasks

Whole academy based provision is covered using a variety of methods

- Class/year group organisation
- School clubs
- National schemes/competitions
- Visiting artists and creative/sports specialists
- Partnership with the feed secondary academy, Rossington All Saints

Whether classroom or school based, there are five key provision categories and the most effective include a balance of all five.

1. **Acceleration** – where a pupil continues to follow the national curriculum at a faster rate than other children of a similar age
2. **Enrichment** – where a pupil is given the opportunity to explore a subject by either working on a more complex task with several objectives, or in a different, more abstract task, exploring areas of learning that others have not covered.
3. **Extension** – using higher order thinking skills to develop a deeper understanding of the subject.
4. **Independence** – able and talented children should be encouraged to work and research independently.
5. **Reflection** – able and talented pupils are often able to define how they learn.

### **Parents/Carers and the more Able or Talented Child**

Parents/carers may feel challenged by the needs of their child and attention to the relationship between the school and parent/carer is a priority. At Grange Lane we believe that the most effective support that we can provide is open communication of information about the progress of

their child and the strategies adopted by the school to promote development. We should also help and support parents to identify appropriate out-of-school activities, including homework, which will contribute to the provision of a more rounded educational provision for the more able and talented pupil.

### **Personal and Social Development of the More Able Pupil**

Although more able pupils display knowledge, skills and understanding at a level ahead of their peers, their social and emotional development does not necessarily match their other abilities. At Grange Lane we believe that we must maintain a concern for the development of the whole person. We aim to create and support an ethos of high achievement for all pupils and discourage a culture which suggests that being 'clever' is a social disadvantage.

### **Responsibility for co-ordinating and monitoring provision and progress**

The co-ordinator for Inclusion is responsible for monitoring, evaluation and review and maintaining the register of Able and Talented children. It is the duty of all staff to implement policy and practice.

### **Review and Development**

The effectiveness of this policy shall be reviewed annually.

Date: 19<sup>th</sup> June 2015

Review Date: June 2016

