



Cherry Tree Primary School
Gifted and Talented/Most Able Policy
November 2015

Philosophy

At Cherry Tree School we want to develop each pupil to his/her full potential by providing a happy, secure and rich learning environment. We publicly promote and celebrate the achievements of the pupils in school, and in their out of school activities.

Aims and Objectives

- We aim to provide opportunities for all pupils to reveal, display and extend their abilities, in order to combat underachievement and to enable all pupils to reach their full potential.
- We aim for an understanding partnership between the parents and the school in order to provide support and encouragement for the pupils.

We recognise that providing for the needs of able pupils will help to raise standards for all.

Definitions of Gifted and Talented/most able

Gifted and Talented pupils are:

- Gifted pupils are of exceptional academic ability who function at levels beyond expectations for their age, or whose quality of performance is markedly superior to that which is usually encountered.
- Talented pupils are those whose performance or potential performance substantially exceeds that of his/her peers in relation to national expectations, or of their peers in relation to age group in school in practical and creative subjects.

We are aware that talent remains undiscovered and unused unless the correct opportunity comes along.

These are areas where a pupil may be Gifted and Talented:

- Intellectual ability
- Task motivation and commitment
- Sporting ability
- Musical talent (skills in producing, composing, performing, appreciating music and sound)
- Dramatic talent
- Creativity (imagination, style, flair)
- Artistic ability
- Leadership skills (speaking confidently, using sophisticated vocabulary, organisation ability)
- Mechanical ingenuity (approaches problems logically and displays intellectual curiosity)
- A high level of interpersonal skills (mature outlook and attitude, sociable, confident, showing sensitivity to others actions, motivations and feelings)

Most Able Children in the Classroom are likely to present themselves to teachers in one or another of three groups:

- Those whose outstanding ability is so evident that teachers seek to develop specific strategies to cope with their high ability.
- A much larger group of children with high levels of ability and achievement,
- Children with high levels of ability but who are not achieving at a high level.



Cherry Tree Primary School

Teaching and Learning

Teachers need to use their professional judgement and experience (through observations of pupils and rates of progress in acquiring knowledge, skills and understanding) to ensure that the pupil's talent or potential does not go unnoticed in their class.

A Gifted and Talented pupil may be missed if they are:

- Quiet
- Their work is untidy
- Have English as a second language
- Are immature
- Are slow to read and write
- Have a summer birthday
- Have limited out of school experience
- Do not perform well in tests
- Appear bored or distracted
- Have poorly developed social skills
- Show little interest in improving

High standards of work are achieved by close attention to the needs of individual pupils through differentiation of tasks, and the provision of extension and enrichment opportunities.

All subject leaders will ensure there is Gifted and Talented provision in their subjects by monitoring the level of differentiation and the challenge for the more able. The class teacher will be responsible for ensuring the level of challenge is appropriate, and that they have the resources they need to support their teaching of gifted and talented pupils in their subject.

Teaching Strategies:

- Identify the correct starting points for activities by taking into account progress already made by the pupil (including work done at home), and allow the pupil to miss out stages when it is clear that they have the ability to jump steps needed by the majority.
- Create as many open ended tasks as possible.
- Be prepared to cut short the amount of practice of a particular skill or process if an able pupil shows early mastery. Allow for development in depth or breadth.
- Allow the pupil to work independently and see a way of taking the work onto new stages, encouraging research through internet or library.
- Use differentiated homework.
- Employ different levels of language especially in one to one conversations.
- The more able the pupil the less instruction you provide. This increases the challenge.
- Differentiation through pace.
- The use of questioning and developing own opinions to raise the level of challenge.
- Fostering creativity.
- Promotion of thinking and problem solving skills across all areas of the curriculum.

Planning

Staff will include provision for Gifted and Talented pupils in their planning as appropriate and through differentiation.

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Monitoring and Review

The Gifted and Talented subject leader will pass on information about courses and training and provide the opportunity for good practice to be shared between the staff. A register of Gifted and Talented pupils will be maintained and updated termly. The policy will be monitored and reviewed by the Gifted and Talented subject leader and other stakeholders.

