

# **Christ Church School, Hampstead**

## **Policy for More Able Children including Gifted and Talented**



The Governing Body of Christ Church Primary School, Hampstead adopted this policy for the more able, including gifted and talented children, in May 2017.

### **Introduction**

At Christ Church, we acknowledge that the area of identification of our more able children can be a contentious issue. Our priority and our position at Christ Church is to provide high-quality provision for all children (including those who are more able), rather than focus our efforts on identification which we believe can be divisive.

### **Aims**

As our mission statement states, we aim to:

“Make everyone’s time at Christ Church an enjoyable and rewarding experience. We always promote the highest standards of teaching and learning and provide a rich and stimulating curriculum where every child is valued. Furthermore, we are committed to providing an environment and culture which encourages all pupils to maximise their potential in every area.”

Teaching and learning at Christ Church is planned to enable each child to make progress in order to reach for the highest level of personal achievement and to fulfil their potential.

At Christ Church our objectives are to:

- deliver effectively a broad, balanced and relevant curriculum incorporating the National Curriculum and the Early Years Foundation Stage document.
- ensure that we recognise and support the needs of all children
- enable children to develop their full potential
- offer opportunities to generate their own learning
- ensure that we challenge children through work set
- encourage children to think and work independently
- monitor provision for the more able, gifted and talented children regularly and effectively
- work with other local schools, both primary and secondary, and LA advisors to provide extra-curricular activities for children.

### **Definition of more able children**

We define the more able in terms of those whose attainment significantly exceeds age related expectations in the core curriculum areas (English, Mathematics and Science).

### **Identification of more able children**

In practical terms, more able children are likely to present themselves to teachers in one of three groups:

- a) Those whose outstanding ability is so evident that they encourage teachers to seek to develop specific strategies to provide for their high ability.
- b) A much larger group of children with high levels of ability, who attain high levels of achievement.
- c) Children with high levels of ability, who do not achieve academically at a high level and are in danger of being missed by those seeking to provide appropriately for more able children.

Before identifying any child as most able, gifted or talented in a particular area, we aim to ensure that all children have had the opportunity to learn and succeed in that area.

Identification is ongoing and encompasses a range of methods which begins when the child starts school. The specific procedure will vary according to subject area but will include elements of the following:

- teacher nomination
- analysis of assessment results by teachers and members of the SLT (this also takes into account scaled scores where appropriate and reliable)

When identifying more able children, consideration should be given to the following points in order to still identify children who may be more able but may not present this through expected channels. Consider:

- Dual Exceptionality (children who have complex or additional learning needs)
- Behavioural Difficulties
- Poor social skills
- Short attention span
- Good verbal ability but poor writing skills
- High ability but low motivation
- Children with high levels of ability but are not achieving to a high level

#### Provision for more able children

All children's needs within a class are met through differentiation as part of quality first teaching provided by the class teacher. Some strategies employed are (but not limited to):

- Rich questioning
- Higher order and abstract thinking
- Problem solving and enquiry
- Development of skills, to include accuracy, precision and fluency
- Independent work and self-study
- Development of metacognition
- Transfer of knowledge and skills across subjects
- Provision of leadership opportunities
- Curriculum enrichment (visits or extra classes run by agencies targeting more able children)

The Inclusion Leader is available to provide support to class teachers when necessary.

#### Parental Dialogue

We maintain a good dialogue with parents at Christ Church and through two annual parents evenings (one in autumn and one in spring) and a written report being sent home at the end of the academic year. Although we do not specifically inform parents that their child is considered to be more able, this is made clear through direct conversations which compare their child to the national expectations. We recognise the important role parents can play in supporting the school and the learning of all children (including more able children), therefore we provide information about the strengths of each child and possible areas for development.

#### Gifted and Talented Children (outside the curriculum)

At Christ Church we recognise children's accomplishments outside the curriculum and seek to celebrate these. A child may be **gifted** by displaying, for example, superb interpersonal skills, leadership skills, linguistic skills or have an exceptional memory or they may be **talented** and able to perform at a high level in areas such as music or sport. We actively seek information from children and parents about

achievements outside school – particularly if children have participated at a borough level or at an inter-school level.

### Register

Although there is no requirement to have a specific register for more able children, we maintain an informal list which is reviewed on an annual basis but is updated throughout the year when necessary. This aids us in reporting on the attainment and progress of our more able cohort. The following recording codes are used on our register:

- A. **Intellectual** (aspects of English, mathematics and science)
- B. **Artistic and Creative** (art, design, drama, music)
- C. **Practical** (design and technology, mechanical ingenuity)
- D. **Physical** (PE, sports, dance)
- E. **Social** (Personal and interpersonal, leadership qualities, working with adults)
- F. **Future** (a pupil who could be recognised as gifted or talented but who is presently not reaching his or her full potential).

### Continuity and Progression

On transition to another class or key stage 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. Information about children's preferred learning styles is one element of the information transferred to new class teachers at the end of each year. Where children are transferring to another school, receiving schools will be informed of the ability levels and particular skills or talents of all children.

### Monitoring, Evaluation and Review

The policy is monitored and its impact evaluated on a regular basis by the coordinator. Planning is monitored by the headteacher and other members of the Senior Leadership Team. Provision is evaluated through observation, monitoring of assessment results and progress towards set targets by the headteacher and Senior Leadership Team. Subject coordinators will evaluate the impact of this policy on their subject area.

This policy will be reviewed at least every three years by the Inclusion Leader and the Teaching, Learning and Standards Committee to ensure is an accurate reflection of the current best practice.

Inclusion Leader

May 2017