



## **More Able, Gifted and Talented Policy**

### **Dorothy Barley Junior Academy**

**This policy was devised and adopted in June 2016**

**Last reviewed: September 2023**

**Next review: September 2025**

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#### **1. Rationale**

Our school promotes the highest standards to which learners can aspire. We foster a learning community in which knowledge, understanding and attainment are valued and gifts and talents are recognised, respected and celebrated. Our concern is for the whole child and their spiritual, emotional, social, physical and intellectual development.

#### **2. Aims**

- To ensure that our more able, gifted and talented learners are given the opportunity to fulfil their potential.
- To encourage a broad, balanced and appropriate curriculum for our more able, gifted and talented learners.
- To provide teaching which makes learning challenging, enjoyable and enables learners to achieve their potential.
- To be working at exemplary levels across the elements set out in the National Quality Standards in Gifted and Talented education

#### **3. Definitions**

Dorothy Barley Junior Academy accepts the LEA's guidance which identifies the gifted and talented cohort as comprising of at least 5-10% within a school. This group of children is made up of learners who achieve, or who have the ability to achieve at a level significantly ahead of their year group. Within this cohort there will be learners who are:

- Gifted or have academic ability in one or more subjects in the statutory curriculum which is significantly higher than average
- Talented by virtue of having a particular ability in Creative Arts, PE/Sport and the Vocational Curriculum

These definitions should be considered in the context of the learners attending Dorothy Barley Junior Academy.

Since relative ability changes over time, children should move on and off the G&T register when appropriate.

### **3. Identification and Provision**

Identification of more able, gifted and talented learners will be a continuous, whole-school process. We will ensure that the identification process is fair and flexible so that it does not discriminate against particular groups.

Identification will involve a variety of sources including:

- a) Quantitative data including available test data and results of in-class/teacher assessment;
- b) Qualitative information, including staff assessment and nomination, learner, peer and parent/carer nomination and scrutiny of learners' work;
- c) Rate of progress including value-added data and reference to prior attainment/achievement.

Learners identified as more able, gifted and talented will be entered and included on the More Able, Gifted and Talented Register.

#### **3.1 Whole school provision**

We aim to achieve the following:-

- A climate within the school that ensures learners feel good about achieving high standards
- The identification of the particular needs of able learners in our planning
- Opportunities given to develop independent learning and thinking skills strategies
- Lessons which appeal to a range of learning styles

In order to meet the needs of the more able, gifted & talented learner effectively, provision will include activities or programmes within the three categories - extension, enrichment and fast tracking. Definitions of these categories are listed below.

#### **3.2 Extension**

Provide challenges for the able learner, which go more deeply into a particular topic or concept that would normally be expected with the average learner.

#### **3.3 Enrichment**

Providing additional activities for the able learner, which will run alongside the normal curriculum. Enrichment work involves going more widely into new areas.

#### **3.4 Fast tracking (Acceleration)**

Providing the learners with curriculum tasks usually associated with later stages of the year group, in order to achieve mastery at an earlier point in time.

#### **3.5 Types of Provision**

Types of provision may include: -

- Setting

- LSA support
- Withdrawal groups
- Independent learning tasks
- Use of ICT resources
- Clubs / extra-curricular activities
- Referrals to academies or outside specialist schemes

#### **4. Monitoring**

Provision for more able, gifted and talented learners will be closely monitored in a variety of ways.

##### **4.1 The Class Teacher will:**

- Deliver a suitably differentiated curriculum to allow students to experience challenge across subjects
- Inform the G&T Leader/s of learners to be entered/removed from register
- Liaise with parents and report on provision and progress

##### **4.2 The designated Senior Leader/s will:**

- track the progress of the learners listed on the gifted and talented register so as to monitor provision, progression and continuity from year to year. This will include tracking the progress of more able learners according to their sub-groups e.g. more able boys, girls, EAL, Disadvantaged.
- talk with the learners to ensure provision is challenging and enjoyable. Pupil Surveys may be used.
- liaise with subject leaders in providing classroom teachers with appropriate resources and teaching programs to meet the needs of their learners
- update teaching staff/LSAs on educational developments for gifted and talented learners
- liaise with secondary schools so that the needs of individual learners are met with consistency and continuity

#### **5. Assessment and Review**

The appropriate data will be collected from the Assessment Leader following termly assessments. Learners' progress will then be reviewed and G&T register amended if appropriate.

Policy created 15.06.16 by Senior Leaders in associate with REAch2 Associate School Leader Jackie Johnson.