



## **Rise Park Academy Trust Policy for Most Able Pupils**

At Rise Park Academy we believe that all children develop and thrive in a happy, secure, supportive and stimulating environment. We are committed to encouraging all pupils to maximise their potential and encourage them to develop unique gifts and talents in a culture that celebrates diversity and promotes success.

All schools are required to identify their Gifted and Talented pupils and keep a register. It is expected that this group will be broadly representative of the whole school population in terms of gender, ethnic and socio – economic background.

### **Aims**

Our School is an inclusive school and seeks to develop the full range of abilities and talents of its pupils. For gifted and talented pupils this entails ensuring that they follow a curriculum sufficiently challenging in nature, to ensure that their particular gifts and talents are nurtured.

### **Definition**

- Gifted pupils are pupils whose achievement in one or more academic subjects is significantly in advance of the average for their peers.
- Talented pupils are pupils whose achievement or potential achievement in art, music, PE or any sport or creative art is significantly in advance of the average for their peers.
- Usually up to 10% in each year group will be identified as gifted or talented; a small number may be both gifted and talented.

### **Identification**

Identification of Gifted and Talented learners at Rise Park Infant Academy is a continuous and flexible whole school process and is based on evidence from a range of sources, which include:

- Observation in lessons and other settings, such as clubs, performances etc
- Nomination by teachers and parents/carers
- Assessment of work
- Discussion with children
- Data from formal or informal tests
- Rate of progress
- Information provided by parents/carers
- Information from outside agencies and community resources

We are aware that some Gifted and Talented pupils may be under achieving for a variety of reasons e.g. because of a specific learning difficulty or physical disability or because English is not their first language. We must be vigilant for these pupils.

Pupils with particular gifts and talents in **Maths** may show some or all of the following qualities

- Grasp the formal structure of a problem
- Generalise approaches to problem solving
- Reason in a logical way
- Use mathematical symbols as part of the thinking process
- Think flexibly, adapt their ways of approaching problems and be able to switch from one mode of thought to another
- Reverse their direction of thought. Work forward and backwards in an attempt to solve a problem
- Remember generalised mathematical relationships and general ways of approaching problems and patterns of reasoning

Pupils with particular gifts and talents in **Literacy** may show some or all of the following qualities

- Writing or talking in imaginative and coherent ways, developing and organising content to an extent that it is exceptional for the age range
- Maintaining concentration and sustained effort in writing and reading tasks
- Work with flair or poetic expression
- Creating and sustaining accounts and reasoned arguments at a relatively abstract or hypothetical level
- Showing an advanced understanding of the nature of language – showing a special awareness of such features as rhyme, intonation or accent in spoken language or the grammatical organisation of written texts
- An ability to play with the sounds and patterns in language and obvious enjoyment of texts that exploit sounds and patterns

Pupils with particular gifts and talents in **Science** may show some or all of the following qualities

- Is a problem solver
- Has an enquiring and analytical mind
- Will propose new ideas when something captures their imagination
- Thinks logically, needs logical explanations and asks pertinent questions
- Has a desire to know how and why things happen
- Is not satisfied with simple explanations and wants to extend their knowledge

The composition of the gifted and talented cohort of our school will be reviewed regularly. As a consequence of school reviews pupils may move on and off the register. Many children may have a particular talent that is not linked to the core curriculum. They may have exceptional sporting or musical talents. Opportunities to extend and develop these talents should be encouraged within the school environment.

### **Planning and Provision**

Planning of personalised learning and specific strategies to address the different and or additional learning needs of Gifted and Talented pupils is the responsibility of the class teacher

Provision for Gifted and Talented pupils at Rise Park Infant Academy is mainly through appropriate pace, breadth and challenge within the classroom and through appropriate differentiation.

Gifted and Talented pupils are identified in lesson plans for all relevant subjects and additional or different learning objectives, tasks, strategies and resources are indicated as appropriate.

The advice of the subject leaders and Gifted and Talented co coordinator may be sought where necessary.

Effective provision for Gifted and Talented learners is founded on the principles of good teaching for all children, which include:

- Creating a classroom culture of high expectations and aspirations
- Creating a climate where 'having a go' is valued as much as being right
- Showing children that their abilities and talents are valued
- Providing a creative curriculum with cross- curricular links
  
- Building on what the learners already know, setting clear learning objectives and sharing them with pupils
- Using a variety of teaching styles
- Matching tasks to learners' maturity and to the way they learn best
- Developing learners' understanding through enquiry, creative learning and problem solving
- Helping learners to develop their skills in managing information and using technology
- Encouraging collaborative learning
- Developing their self confidence and self discipline
- Encouraging children to reflect on their own learning and developing their understanding of the learning process
- Making children partners in their learning and in assessment
- Making learning vivid, relevant, enjoyable and challenging

At Rise Park School we provide a broad, balanced and creative curriculum with opportunities for Gifted and Talented children to excel academically, artistically and in sporting activities. Theme weeks, visits, visitors to school all contribute to enriching our curriculum. However we recognise that some Gifted and Talented pupils will need specific or additional strategies and opportunities in order to fulfil their potential.

**Strategies** for effectively differentiating tasks for Gifted and Talented learners include:

- Providing a common task that invites different responses and outcomes
- Graded tasks with different starting points and opportunities to progress further
- Separate tasks linked to a common theme
- Probing questions
- Teacher – pupil interaction
- Peer discussion
- Time for in depth discussion with adults
- Opportunities that allow them to express their views pose questions and question the views of others
- Time for independent learning, enquiry and research

- Extra –curricular provision for Gifted and Talented children outside the classroom includes:
- Instrumental music lessons
- Opportunities to develop skills in sports, dance and art through activities and clubs led by teachers and outside specialists
- Science club for more able scientists
- Literacy and maths activity days for Year 2 pupils
- Opportunities to participate in public performances

### **Equal Opportunities**

All children, regardless of their race, cultural heritage, gender, religious beliefs and abilities are given equal opportunities to develop their knowledge, skills and understanding and to become confident and independent learners.

### **Monitoring, Evaluation and Review**

The progress of Gifted and Talented pupils is assessed each term as part of our assessment procedures. The Assessment leader provides necessary feedback to the class teacher, Gifted and Talented Co–ordinator and Governors.

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