



More Able and Gifted and Talented Policy



Staff Responsible:	Mrs Shrimpton
Governor Committee:	Teaching and Learning
Status & Review:	Non-Statutory Annual
Next Review Date:	July 2026

Town Farm Primary School and Nursery is committed to providing outstanding provision for pupils of all abilities which will enable them to develop to their full potential, be that intellectual, physical, aesthetic, creative, emotional, spiritual or social.

More able pupils might demonstrate outstanding skill in some of the following:

- General intellectual ability
- Specific aptitude in one or more subjects
- Leadership and interpersonal skills
- Creative, art and performing arts
- Specific sports abilities
- Technical ability

The above list is not exhaustive and pupils may display exceptional abilities in a wide number of areas.

[The term 'more able' will be used throughout this policy to refer to those pupils who are more able and / or gifted and talented.]

Terminology

More Able	Pupils who achieve, or have the ability to achieve, above average in one or more academic areas, including areas outside the main school curriculum. This also includes pupils who are leaders or role models and who display outstanding leadership and/or social skills.
Gifted and Talented	Pupils with an innate ability, who present a natural, outstanding aptitude or competence for exceptional performance. Pupils who excel in one or more specific fields: • Creative and Performing Arts – Art, Design & Technology, Drama, Music • Physical Education/sporting ability and/or • Extra-curricular pastimes – e.g. Chess
Dual Exceptionality	Pupils who are able, gifted or talented but also subject to a barrier of learning, such as dyslexia, Asperger's Syndrome, or a physical disability. It is worth remembering that more able pupils can also be: • of high ability but of low motivation • of good verbal ability but have difficulties with writing skills • very able but with a short attention span • very able with difficulties with social skills and/or • keen to disguise their abilities

Aims

The school aims to:

- Recognise and support the abilities, personal qualities and talents of all pupils
- Promote a sense of enjoyment and excitement in learning and a culture of high expectation for all pupils
- Provide challenge for all, employing a range of teaching methods which encourage pupils to take responsibility for their own learning
- Develop a recognition and awareness of more able pupils and their individual strengths
- Ensure that all teachers share responsibility for the monitoring of pupils
- Recognise under-achievement and seek to remove any barriers to learning
- Provide opportunities for all pupils to develop their strengths through high quality extra enriched curricular activities through clubs, educational visits, competitions, master classes and workshops
- Ensure that the content of the curriculum is rich in quality and ensuring that the content of the curriculum extends and expands understanding and experience of all pupils through Maths, the Power of Reading and the foundation subject curriculum.
- Consider the personal, social and emotional needs of all pupils
- Work in partnership with parents to maximise the opportunities for pupils to reach their potential
- Celebrate the achievements of all pupils
- Regularly review the school's provision for more able pupils

Identification (See Appendix 1 for more information)

More able pupils are a diverse group and their range of attainment will be varied. They are more likely than most pupils to:

- easily grasp underlying principles and need the minimum of explanation
- work systematically
- demonstrate a good working and long-term memory
- generate creative working solutions
- work flexibly, processing unfamiliar information and applying knowledge, experience and insight to unfamiliar situations
- communicate their thoughts and ideas well
- be determined, diligent and interested in uncovering patterns
- achieve, or show potential, in a wide range of contexts
- be particularly creative
- show great sensitivity or empathy
- ask searching questions, which tend to be unlike other students' questions
- demonstrate particular physical dexterity or skill
- have mental speeds faster than physical capabilities and so be often reluctant to write at length
- read rapidly and retain what is read and can recall detail
- be outstanding leaders or team members
- be fascinated by, or passionate about, a particular subject or aspect of the curriculum
- demonstrate high levels of attainment across a range of subjects or within a particular subject or aspect(s) of work
- are able to use a high level of mastery in order to work with the curriculum objectives taught

It is important to recognise that not all more able pupils are obvious achievers. Some under-achieve due to barriers such as frustration, low self-esteem, Special Educational Needs, lack of challenge, and low adult expectations.

A range of information is used to support identification of more able pupils. This may include:

- Formal testing
- Teacher assessment and /or observation
- Information from previous teachers
- Work scrutiny
- Discussion with pupil
- Discussion with SLT during pupil progress meetings
- Discussion with parents and carers
- Performance in extra-curricular activities
- Performance outside of school e.g., involvement at a high level in a sports club or musical group

At Town Farm, more able pupils are identified as working at 2 / 3 + points above age related expectations and / or achieving a standardised score of 120.

In the Early Years, more able pupils are identified as working at 1 year + above their age-related expectation.

A list of more able pupils will be generated and reviewed after each termly data collection where the SLT will conduct pupil progress meetings with class teachers to discuss the pupils, their achievements and their attributes. This also provides the opportunity to discuss any pupils who are achieving just below the more able threshold and organise provision, such as booster groups or more focused differentiation in class. The list will be adjusted as necessary.

The school's identification procedures also include pupils who have the potential to achieve, but who are currently not regularly demonstrating high achievement. The identification process will take into account factors such as motivation, personality, first language, home background and SEND, which are significant in converting potential into performance.

Pupils may move on and off the more able register. The school is aware that relative high ability compared to peers can be due to the age of the pupil (e.g. autumn birthday) or advantages in terms of early support from home, which may mean a pupil's relative ability becomes more consistent with their peers over time.

Provision

The school provides a graduated approach in provision for pupils to ensure that they receive an education appropriate to their abilities.

Quality First Teaching

High quality teaching will be differentiated and personalised to meet the individual needs of the majority of pupils. Teaching and learning approaches which are particularly appropriate for challenging able pupils are used to benefit the whole class, whilst ensuring that the needs of the most able are met during whole class sessions.

Adapted Teaching Approaches

All pupils benefit from regularly planned adapted learning as part of the curriculum. For the more able pupils, this will include guided tasks with the class teacher, independent group work and appropriately challenging tasks. The more able pupils must be identified clearly on the planning and are expected to be working at a higher level than the rest of the class. This may also include working with pupils of similar ability from across the year group for English and Mathematics. Additional

group work outside of the regular curriculum may be provided on occasions where staffing and resources allow, for example, specific extracurricular provision and additional enrichment opportunities such as trips, competitions and master classes.

Individualised Provision

Individual provision may be used on occasions for the small number of pupils who demonstrate exceptional ability, or who require an individualised programme to support their needs. The needs of the majority of more able pupils are met through quality first teaching and adapted tasks. All types of provision will include both extension and enrichment work.

Out-of-class activities

The following are offered on a regular basis and, although these benefit all pupils, they are particularly apt for ensuring that pupils who have potential in these areas are given opportunities to practice and extend their skills:

- Challenge days, such as cross-curricular initiatives.
- Class trips
- The encouragement of pupils to enter local and national events, including residential courses and competitions.
- Enrichment and co-curricular programmes — some will be by invitation only.
- Musical concerts, drama workshops and performances.
- Sporting competitions and elite training activities.
- Master-classes and conferences.
- Visiting speakers.
- Networking with link schools.

The Role of Staff

Responsibility for identifying and supporting more able pupils should be distributed throughout the school:

Class teachers are responsible for identifying the pupils who meet the criteria, planning enrichment and extension opportunities appropriately, identifying and addressing underachievement and tracking the achievements of all pupils with on-going assessment. The class teacher will also communicate with pupils and parents.

The Senior Leadership team will ensure that discussions regarding the progress of pupils on the register are held regularly as part of the whole school monitoring programme. Provision for more able pupils will be monitored through the school's termly monitoring programme of lesson observations and work scrutiny. The SLT are responsible for organising regular opportunities for staff CPL which will benefit more able pupils. They will also report to the governors regarding the policy and provision for these pupils.

Subject leaders are responsible for remaining up to date in their subject, and where appropriate, may offer advice regarding planning, provision and resources for pupils on the register in their subject area. Through work sampling, they will consider whether the needs of more able pupils are being met in their subject areas and monitor schemes of work to ensure that they allow opportunities for enrichment and extension.

The Role of Pupils

All pupils are encouraged to be actively involved in the learning process. This is particularly important for the most able pupils in order for them to develop as independent learners. Involvement of pupils may include:

- Self-assessment — understanding their own next steps for learning
- Peer-assessment — helping others to improve their work
- Working with the teacher to set their own targets
- Opportunities to pose and answer their own questions, and to record work in their own way
- Selecting the appropriate level of work from several tasks
- Being selected for pupil interviews to help evaluate provision
- Using their strengths to contribute to the school community

Partnership with Parents

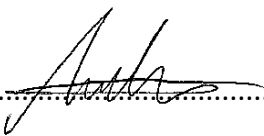
The school recognises the importance that parents and carers have in their pupil's development and aims to work in close partnership with them. This will include:

- Sharing information regarding the identification of pupils on the register of more able pupils.
- Informing parents about the provision for more able pupils.
- Informing parents about progress and next steps for learning.
- Providing advice to parents regarding the support of pupils outside of school.

The school also recognises the role that parents can play within the school and welcomes input from parents to support both curricular and extra-curricular activities for the benefit of their own pupil, or a wider number of pupils.

Policy reviewed: July 2024

Date to be review: July 2025

Signed:  (Headteacher)

Signed:.....  (Chair of Governors)

Date: 1st July 2024

Appendix 1

Criteria to support the Identification of More Able, Gifted and Talented Pupils.

In general, **pupils who are more able** are likely to demonstrate the following characteristics:

- possess extensive general knowledge, often know more than the teacher and find the usual reference books superficial
- show good insight into cause-effect relationships
- easily grasp underlying principles and need the minimum of explanation
- quickly make generalisations and extract the relevant points from complex material
- have mental speeds faster than physical capabilities and so be often reluctant to write at length
- prefer to talk rather than write and often talk at speed with fluency and expression
- be reluctant to practise skills already mastered, finding such practice futile have exceptional curiosity and constantly want to know why
- be inventive and original when interested
- ask searching questions, which tend to be unlike other students' questions
- often see the unusual rather than the conventional relationships
- be able to pose problems and solve ingeniously
- display intellectual playfulness, fantasise and imagine and be quick to see connections and to manipulate ideas
- read rapidly and retain what is read and can recall detail
- listen only to part of the explanation and appear to lack concentration or even interest but always know what is going on
- jump stages in learning and be often frustrated by having to fill in the stages missed
- leap from concrete examples to abstract rules and general principles
- have quick absorption and recall of information, seem to need no revision and be impatient with repetition
- be keen and alert observers, note detail and be quick to see similarities and differences
- see greater significance in a story or film and continue the story
- see problems quickly and take the initiative
- have advanced understanding and use of language but sometimes be hesitant as they search for and use the correct word
- become absorbed for long periods when interested and may be impatient with interference or abrupt change
- persists in completing activities when motivated often set very high personal standards – be perfectionists
- be more than usually interested in 'adult' problems such as important issues in current affairs (local and world), evolution, justice, the universe etc
- be concerned to adapt and improve institutions, objects, systems (e.g. can be particularly critical of school) be philosophical about everyday problems and common sense issues

- be perceptive in discussion about people's motives, needs and frailties, daydream and seem lost in another world
- show sensitivity and react strongly to things causing distress or injustice
- have a keen sense of humour in the unusual and be quick to appreciate nuances and hidden meanings
- appreciate verbal puns, cartoons, jokes and often enjoy bizarre humour, satire and irony
- criticise constructively, even if sometimes argumentatively
- be unwilling to accept authoritarian pronouncements without critical examination and want to debate and find reasons to justify the why and the wherefore

Pupils who are more able in English are likely to demonstrate some or all of the following characteristics:

Creative flair

- writing or talking in imaginative and coherent ways
- elaborating on and organising content to an extent that is exceptional for their age

Stamina and perseverance

- using any suitable opportunities to produce work that is substantial and the product of sustained,
- well-directed effort

Communicative skills

- exploiting the dramatic or humorous potential of ideas or situations in imaginative ways
- writing with a flair for metaphorical or poetic expression
- grasping the essence of particular styles and adapting them to their own purposes
- expressing ideas succinctly and elegantly, in ways that reflect an appreciation of the knowledge and interests of specific audiences

Ability to take on demanding tasks

- researching, comparing and synthesising information from a range of different sources, including ICT

Arguing and reasoning

- creating and sustaining accounts and reasoned arguments at a relatively abstract or hypothetical level, in both spoken and written language
- grasping the essence of any content and re-organising it in ways that are logical and offer new syntheses or insights
- justifying opinions convincingly, using questions and other forms of enquiry to elicit information and taking up or challenging others' points of view

Awareness of language

- understanding the nature of language and showing a special awareness of features such as rhyme,
- intonation or accent in spoken language, and the grammatical organisation of written texts

- showing an interest and enthusiasm for language study, including an awareness of the relationship
- between the sounds and words of different languages that are not apparent to most of their peers.

Some pupils who are more able in English may generally perform at levels of literacy or oral skills that are notably advanced for their age group.

Other pupils may have unusual abilities in specific areas -- such as poetry, drama, or their understanding of the nature and structure of language -- while being unexceptional in the rest of their English work.

Pupils who are more able in Mathematics may exhibit some of the following characteristics:

- grasp the formal structure of a problem: can generate ideas for action
- recognise pattern: can specialise and make conjectures
- reason logically: can verify, justify and prove think flexibly, adapting problem solving approaches may leap stages in logical reasoning and think in abbreviated mathematical forms
- able to generalise from examples
- able to generalise approaches to problem-solving
- use mathematical symbols as part of the thinking process
- may work backwards and forwards when solving a problem
- remember mathematical relationships, problem types, ways of approaching problems and pattern
- Be keen and self-motivated when tackling open-ended questions.
- Be prepared to look for more than one solution to a problem or more than one way of finding an answer.
- Enjoy puzzles and challenges as well as teacher initiated learning.
- Be keen to talk through problems and solutions.
- Persevere when answers do not appear to be correct.
- Be able to spot patterns in answers.
- Work systematically and logically particularly when finding how many ways something can be done.
- Enjoy working quickly through tasks.
- Pick up new concepts and ideas easily.
- Be able to calculate mentally, better than their peers.
- Be good with spatial tasks as well as number tasks.
- Be able to work with numbers that are more complex than their peers.
- Be able to see short cuts or general solutions.
- Be prepared to use trial and error and to manipulate numbers

Pupils who are more able in Science may exhibit some of the following characteristics:

- A natural curiosity about the world and the way things work
- An enjoyment of hypothesising
- An ability to express scientific knowledge and understanding logically and coherently
- Scientific vocabulary used accurately and appropriately
- An ability to transfer knowledge and understanding from one situation to another
- An ability to spot and describe patterns in results

Pupils who are more able in MFL display some or all of the following characteristics from an early age:

- an ability to imitate the accent and reproduce the sounds of Spanish
- an ability to retain and remember the foreign language
- an ability to accept, understand and manipulate the different grammar rules of a foreign language
- an ability to make links between the foreign language and their own native tongue
- a readiness to use the language themselves eagerness and attentiveness

Pupils who are more able in History are likely to demonstrate some or all of the following characteristics:

- perform at levels of literacy that are advanced for their age;
- show particular skill at inference and deduction when reading texts;
- synthesise information to present a cogent summary;
- use subject-specific vocabulary confidently;
- follow and contribute effectively to a line of argument in discussion by making relevant contributions and substantiating points with evidence;
- access complex source materials with growing independence.

Historical knowledge

- have an extensive general knowledge, including a significant amount of historical knowledge;
- develop with ease a chronological framework within which to place existing and new knowledge;
- demonstrate a strong sense of period as a result of study.

Historical understanding

- grasp quickly the role of criteria in formulating and articulating a historical explanation/argument;
- understand and apply historical concepts to their study of history;
- be able to draw generalisations and conclusions from a range of sources of evidence;
- seek to identify patterns and processes in what they study, while being aware of the provisional nature of knowledge;
- appreciate that answers arrived at depend largely on the questions asked;

- recognise how other disciplines can contribute to the study of history and draw readily on what they learn in other subjects to enhance their historical understanding.

Enquiry

- be able to establish and follow a line of enquiry, identifying and using relevant information;
- be good at reasoning and problem solving;
- think flexibly, creatively and imaginatively;
- show discrimination when selecting facts and evaluating historical evidence; manipulate historical evidence and information well;
- appreciate the nature of historical enquiry;
- question subject matter in a challenging way;
- be intrigued by the similarities and differences between different people's experiences, times and places and other features of the past;
- thrive on controversy, mystery and problems of evidence;
- show resourcefulness and determination when pursuing a line of enquiry.

Pupils who are more able in Geography are likely to demonstrate some or all of the following characteristics:

- A natural curiosity about the world;
- An excellent knowledge of where places are and of topical issues;
- An ability to transfer knowledge and understanding from one situation to another;
- Be able to communicate geographical knowledge and understanding that is advanced for their age;
- are intrigued by the workings of their own environments;
- Use subject specific vocabulary accurately;
- An ability to recognise, describe and explain pattern;
- Be good at reasoning and problem solving.

Pupils who are more able in Art and Design are likely to demonstrate some or all of the following characteristics:

Fine Art:

- An ability to have the pencil control to draw or paint exactly what they see or what they imagine;
- An ability to create 'realistic' pictures from their imagination (non-observational);
- An ability to copy colours (including shades, tones and textures) using a variety of media;
- An ability to use colour appropriately, both in background and foreground (including the subtlety of shades, tones and textures);
- An ability to draw, paint or create in a variety of styles (with knowledge of those styles), particularly without reference to the original style;
- An ability to see pattern and composition in a piece of work, and deliberately develop the work accordingly;

- A desire to create the 'perfect' piece of work and a determination to achieve that goal.

3D / Model making:

- An ability to manipulate clay to the desired shape, texture and size;
- An ability to 'see' the object in the mind's eye before embarking on the making process;
- An awareness and understanding of appropriate materials for given tasks;
- An ability to use clay (and other) tools to create the desired effect or usage;
- A desire to create the 'perfect' piece of work and a determination to achieve that goal.

Pupils who are more able in Music are likely to demonstrate some or all of the following characteristics:

- They are noticeably ahead in practical and rhythmic work;
- They show an interest in music outside the normal class activities;
- They can, or have the ability to play an instrument and are undertaking musical tuition;
- They are working towards Grades 2 – 4 in musical tuition;
- They play a substantial part in extra-curricular musical activities in school;
- They have strong vocal and aural skills;
- They take a prominent role in school musical productions, drama productions, or class assemblies.

Pupils who are more able in PE are likely to demonstrate some or all of the following characteristics:

- Are skilled in physical and technical work;
- Are quick to learn new physical skills or activities;
- Have a good control of gross and fine body movements and can handle objects skilfully
- are spatially aware;
- Demonstrate an interest in sport outside the normal class activities;
- Demonstrate aptitude in one or more activities;
- Play a substantial part in extra-curricular activities in and out of school;
- Have been scouted and / or train with a professional organisation;
- Compete at a county level.