

1. Aims

Kibblesworth Academy is committed to providing an environment which encourages all children to maximise their potential and this clearly includes children who display some form of giftedness, talent or exceptional ability.

2. Definitions

A **gifted child** has an innate ability which may be enhanced by external factors but will flourish regardless of external influences.

A **talented child** has the ability and flair to succeed in a discipline (e.g. sport, music, artistic) at a significantly higher level than their peers. Their skills have been learned and improved and there is the potential for further development given access to expertise e.g. specialist coaching.

A **more able child**, as defined by our school, is one who is exceeding age related expectations as defined by the RSPF for one or more areas of the curriculum, or has been identified as having the potential to exceed age related expectations by the end of the current Key Stage.

3. Identification of Gifted, Talented and More Able children

Before identifying any child gifted, talented or more able in a particular area, we aim to ensure that all children have had the opportunity to learn and succeed in this area. This makes the identification process fair. Identification is for internal school use only and will not normally be shared with parents or outside agencies.

Identification of children as 'gifted', 'talented' or 'more able' is a judgement which applies to the current class/school context and refers to the current level of performance only. This means that 'at this time this child is gifted, talented or has exceptional ability in a particular area'. The school recognises this and will try to foster this ability where possible.

Identification at Kibblesworth Academy does not mean that in another school or context the child would be identified.

We use a range of strategies to identify gifted, talented and more able children. The identification process is ongoing and begins when the child joins our school and involves staff, children, parents and carers. The specific procedure will vary according to subject area but may include elements of the following:

- Information from parents, carers and external providers.
- Information from previous teachers or pre-school records.
- Discussions with children.

Identification by staff using a range of evidence including classwork and test and assessment results.

It is worth remembering that gifted children can be:

- Good/poor all-rounders
- Of high ability but with low motivation
- Very able but with a short attention span
- High achievers in one area or low achievers in an area
- Of good verbal ability but poor writing skills
- Very able with poor social skills
- Keen to disguise their abilities

Everyone in school has a responsibility to recognise and value children' abilities. We are aware that:

- There is sometimes peer pressure to under-achieve
- Gifted, talented and more able children are not always easy to engage with

4. Provision for Gifted, Talented and More Able Children

We aim to provide opportunities for extension and enrichment within each curriculum area. We aim to maintain a school climate where children can:

- reach their full potential and meet the high expectations set for them
- celebrate their successes together
- feel happy and secure in their learning and play
- are enthusiastic, committed and engaged in all areas of school life
- fuel their learning with healthy, balanced diets and activity
- work collaboratively as a community showing respect, consideration and support for each other

To enable children to achieve these aims, all staff who work in the school are committed to:

- using different teaching and learning styles which are inclusive of all
- nurturing independent and motivated learners
- creating a positive, supportive learning environment
- providing a range of opportunities for children to develop their skills and interests
- listening to our children and responding positively to their needs

We also aim to:

- maintain an ethos where it is acceptable to be bright
- encourage all children to be independent learners
- recognise achievement

- be aware of the effects of ethnicity, bilingualism, EAL, gender and social circumstances on learning and high achievement
- provide a wide range of extra-curricular activities and clubs
- provide opportunities for children to work with like-minded peers
- support children whose talents may be outside the scope of the primary curriculum

5. Types of Provision

There are various types of provision which may be appropriate at different times, according to the nature of a child's talent.

Classroom differentiation

- Teachers have high expectations.
- Tasks are designed to take account of levels of existing knowledge, skills, understanding and maturity.
- There are planned extension opportunities or open-ended tasks..
- Small-group work
- Grouping by ability
- Differentiated class homework
- Programmes of study that address the needs of Gifted, Talented and More Able children wherever possible

School-based provision

- School clubs
 - Specialist sports clubs with qualified coaches
 - Specialist clubs with experts leading e.g. Computing, Literacy, Foreign Languages.
- Extension groups
- Enrichment opportunities
 - Access to 'Master Classes' in maths and english, within and beyond the school day.
 - Development of inter-schools links for more able children.
- Opportunities for performance through Arts Award 2015.
- Art & Design specialist visits
- Specialist teaching e.g. music classes such as flute and recorder.
- Partnerships with cluster primary and secondary schools

6. Inclusion

Gifted, talented and more able and more able children have equal access to all aspects of the curriculum and school life. Children will be encouraged to fulfil their potential in the subjects in which they are gifted or talented without reducing the breadth of their curriculum and personal experience.

7. Leadership and Management

The Leader for Gifted, Talented and More Able will:

- Ensure teachers identify children on Target Tracker for the core subjects and on their Class Profile for other subjects / areas.
- Monitor the school's provision for children identified as being gifted, talented and more able
- Monitor the progress of children identified as being gifted, talented and more able in consultation with staff using the termly Target Tracker sheets.
- Attend training on provision for gifted, talented and more able children and keep abreast of all developments in this area and disseminate information to all staff in the school.

8. Policy Review

The Policy statement will be reviewed Spring Term 2017

Headteacher: Date:

Chair of Governors: Date:

APPENDIX 1

A Checklist for the Identification of Gifted, Talented and More Able Children

Look out for the child who:

- learns more quickly than others
- has a very retentive memory
- has a wide general knowledge and interest in the world
- is exceptionally musical or excels at sport
- creates three dimensional working models
- has an advanced moral and social awareness
- is a born leader
- is original, imaginative and creative
- enjoys problem-solving, often missing out the intermediate stages in the process and making original connections
- is persistent, resourceful, self-directed and can concentrate for an inordinate amount of time on the topic
- has an unusual hobby, such as astronomy or the study of hieroglyphics
- is inquisitive, sceptical and will argue without giving way
- has an advanced vocabulary
- shows initiative and does not follow the crowd

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- is versatile and has many interests, although one may be particularly absorbing
 - has good judgement and enjoys debating
 - has a well-developed, sometimes odd, sense of humour
 - is either unusually introverted or extroverted
 - finds it more comfortable and challenging to communicate with adults
 - pays great attention to detail
 - grasps new concepts with ease
 - links areas of knowledge without specific teaching
 - is very motivated and self-disciplined
 - is a lateral or divergent thinker

This checklist should be used alongside other means of assessment in order to develop a picture of the whole child.



A Checklist for Recognising the Under-Achieving More Able Child

(taken from Teaching Bright Children – Nottingham University School of Education)

- Anti-school
- Orally good while written work is poor
- Apparently bored
- Restless and inattentive
- Absorbed in a private world
- Tactless and impatient with slower minds
- Friendly with older children
- Self-critical
- Poor social relations with peers and teachers
- Emotionally unstable
- Outwardly self-sufficient

But also

- Creative when motivated
- Quick to learn
- Able to solve problems
- Able to ask provocative questions
- Persevering when motivated
- Given to abstract thought
- Inventive in response to open-ended questions

