



WPS vision statement

At Gems Wellington Primary School we will provide a safe learning community with high expectations for all our learners in every aspect of their school life. We are a reflective and evaluative school which will prepare learners for an ever evolving world. Our genuine commitment to our core values, and partnership with parents, will provide a world-class, active learning environment, inspiring learners to develop intellectually, academically, socially, emotionally and physically.

More Able Gifted and Talented Policy 2019-2020

Introduction

All children need encouragement and support. All pupils should receive the education they need and if they need specialised or personalised help because of a gift or talent they possess, they should have the same entitlement as have pupils who find learning difficult.

All children are individuals with their own special needs and requirements. Gifted and talented children should be identified, targeted, supported and challenged. Strategies need to be devised and implemented, and student progress needs to be monitored in much the same way as students with SEN. This is not to say that these students are more worthy than other students- rather that, within a framework of equal opportunity, they are entitled to have their needs recognised and addressed.

Purpose of policy

This policy describes the way we meet the needs of children who excel academically, who are working beyond their age related expectations in any area of the curriculum, whether it is displaying a special creative talent or showing significant aptitude in testing.

This policy also explains the identification process and effective learning and teaching styles for the Gifted and Talented child.

Aims and objectives

WPS is committed to the development of excellence in an environment that has high expectations of students. We recognise that gifted and talented pupils have particular educational needs and, just like pupils with other special needs, these need to be met in order that they realise their full potential. We aim to improve provision for Gifted and Talented pupils through the development of an ethos where academic and creative achievement is expected and celebrated. Pupils will be encouraged to achieve their full potential through a variety of strategies:



- To offer children opportunities to develop their specific skills and talents through the provision of a differentiated, broadened curriculum through guidance that is sensitive to their ways of learning and allows potential to be achieved
- To identify and support pupils with the potential to excel
- To provide pastoral care for those pupils with recognised talents or gifts where support is necessary or appropriate
- To ensure that additional provision and monitoring is regularly reviewed on an individual basis.
- For pupils to be aware of their individual skills and talents, and through their participation in assessment for learning in the classroom, to be able to contribute to target setting and review of their personal development.

Definition

‘More Able’ or ‘Gifted’ describes learners who have the ability to excel academically in one or more subjects such as English, Maths or Science.

‘Talented’ describes learners who have the ability to excel in practical skills such as sport, leadership, artistic performance, or in an applied skill.

At WPS, children are identified as Gifted or Talented if they meet the following criteria:

| Year Group | Subject | MAGT Criteria |
|----------------------------------------------------------------------------------------------|----------------|--------------------------------------------------------------------------------------------------------------|
| Year 3 | English | A score over 125 and Stanine 9. |
| | Maths | A score over 125 and Stanine 9. |
| | Science | A score over 125 and Stanine 9 |
| Year 4 - 6 | English | A CAT4 Verbal Score of 127+ and an SAS Score of 127+. Students would also be Stanine 9. |
| | Maths | A CAT4 Quantitive Score of 127+ and an SAS Score of 127+. Students would also be Stanine 9. |
| | Science | A CAT4 Non Verbal and Quantitative Score of 127+ and an SAS Score of 127+. Students would also be Stanine 9. |
| <i>Students can also be teacher identified following analysis of results and class work.</i> | | |

At WPS we see these gifts and talents in relative terms that are measurable in our school context and not against set national norms. We are conscious that our G&T school record is a reflection of our own pupil population and is fairly representative of all groups. We accept that different children at different stages of their education may enter or leave the record for a variety of reasons.



We have agreed methods of identifying children that have high ability, or the potential to develop their high ability, as soon as possible after entry to WPS through the use of cohort profiles.

These include: teacher assessment and observation, results of standardised tests (e.g. SATs, public examinations/ achievement in music, drama, dance, sport etc.), peer nomination, parent or pupil nomination.

We will utilise this knowledge to identify, and provide for gifted and talented children in each class.

This gifted and talented policy and the identification criteria will be benchmarked against other international schools and the UK National Curriculum to ensure rigor and high expectations.

Learning and Teaching style

Effective learning for the gifted or talented child happens when the child feels motivated and enthused by what they are studying so they can further develop their gift or talent. Effective learning for the Gifted/Talented child is ideal when the child can take responsibility for and personalise their own learning.

Enrichment/extension work is provided for the Gifted/Talented by all teachers in all classes as part of normal differentiated provision. Differentiation should provide activities requiring higher order thinking skills, so that the gifted child can be challenged effectively. Gifted children need to be challenged and open ended research tasks where they can take responsibility for or 'personalise' their own learning can accommodate this. The role of the teacher is vital in challenging the thinking of the gifted child.

Planning for MAGT Students

The Year Group leaders, alongside subject leaders and specialists will facilitate the promotion of individual subjects through enrichment activities for the Gifted or Talented learners. This can be through outside professionals giving workshops, specialist teachers holding after school activity clubs or projects within school hours