



## Bishop Bronescombe C of E School

### *Gifted and talented policy*

Reviewed:	July 2023	Reviewed by:	S. Edney
Due for review:	July 2025	Governor responsible:	Governors

#### School Vision:

The vision of our school is 'We share our gifts and talents, and with God's help, it can become something amazing!'



Bishop Bronescombe School Motto is: '**Learning that lasts a lifetime.**'

Rainbow Multi-Academy Trust's Mission Statement is: '**Building a brighter future together.**'

#### General policy statement

All staff, governors, volunteer helpers, students and visitors need to give due regard to all of the policies and practices adopted by the school. Whilst it is acknowledged that people other than staff cannot be expected to read every policy before a visit to the school, it may be that further guidelines are necessary in addition to the Visitor Policy, which all visitors must acknowledge and accept upon arrival. All staff carry responsibility for the welfare and success of the pupils in our school. Staff will advise anyone who is working alongside us of the necessary protocols, procedures and policies we follow.

#### How we live out our vision for gifted and talented pupils

At Bishop Bronescombe School, we want all of our children to share their gifts and their talents, and with God's help, to see those gifts and talents become something amazing. We believe that every pupil is entitled to a broad, enriched and relevant curriculum, which promotes challenge and fosters enjoyment of learning. This is embedded in a supportive and stimulating learning environment. Each individual should have opportunities to make the greatest possible progress in academic achievement, and personal, social and emotional development and well-being. This incorporates making provision for our more

able pupils, who have the same entitlement to an enjoyable and challenging school experience as all our children.

### Definition

Currently, Ofsted use the terms 'more able', 'most able' and 'higher attainers'. The DfE and Ofsted define the 'more able' in terms of those whose progress significantly exceeds age-related expectations. The National Association for Able Children in Education describe, 'exceptionally able pupils are those who have the capacity to achieve or perform at the very highest levels' across the curriculum subjects.

### Identification

The percentage of more able learners in a class or school will vary. It is recommended that every school has a range of robust, while ongoing and flexible, method of identifying its more able cohort.

Children will be identified using a range of techniques:

- ✚ teacher observation and discussion
- ✚ analysis of formative and summative assessments
- ✚ tracking assessment
- ✚ consultation with parents
- ✚ information received from previous schools

Identification of more able children is used to inform the planning of work to ensure pace, rigour and challenge.

### Provision

Provision is a mixture of mastery - deepening and broadening, with opportunities for independent working and reflection; as well as additional stretch being provided through a combination of enrichment extension and, occasionally, acceleration. It is with skillful consideration that they are employed, depending on the individual's needs. Acceleration means pupils working on the next academic year group objectives. This strategy will only be used if the pupil has complete mastery of the subject and the social/emotional maturity to cope.

Provision, however, is not only confined to the classroom. Meeting the needs of more able pupils can be promoted in other areas of school life; through taking responsibility, taking a leadership role, developing initiative and caring for others. At all times, citizenship is encouraged in day to day life at Bishop Bronescombe.

Children are assessed as to their ability to master year group objectives, they self-assess within lessons and choose their own level of challenge.

More able children are given further opportunities to challenge themselves and be challenged through cross phase workshops which include secondary links for Y6.

Intervention groups are based on termly assessments and through pupil progress meetings, these include the employment of extra specialist staff.

Children have a voice in their learning and inform our action – for example through pupil conferencing, more able children in Y5/6 suggested that a real audience for their outcome adds stimulus to their learning.

### **Partnership with Parents**

The involvement of parents and students in a partnership to support learning is crucial in determining educational outcomes. Where parents and pupils are actively involved with schools in the development and planning of the pupil's education, this education is more likely to prove successful.

To this end we will:

- liaise with parents at parent consultations
- report on progress annually
- communicate external opportunities for extension activities relevant to more able, gifted and talented pupils both locally and nationally
- discuss pupil participation in relevant activities outside of school which may involve absence from school
- communicate school's provision in our prospectus and annual report to parents

### **Equal Opportunities**

All members of the school community should be aware that every individual has a right to be considered of equal value and be given equal opportunities regardless of: ethnicity, gender, social background, disability, belief, age or nationality. In the context of the school, we feel the most appropriate definition is that:

'Equal opportunity is the right of everyone to equal chances, and each individual is respected for who they are.'

### **Named Coordinator**

Our coordinator is Miss Sophie Edney

Our SMC has the responsibility of monitoring more able, gifted and talented provision:

### **Monitoring and Evaluation**

Provision for more able, gifted and talented pupils will be a regular part of the school's monitoring of learning and teaching.

Progress of the more able and gifted and talented children will be reviewed during termly pupil progress meetings. From these meetings, target children are identified and planned for.

### **Process for Development and Review**

This policy will be reviewed in accordance with our programme of policy review.