

SACRED HEART  
CATHOLIC VOLUNTARY ACADEMY



LIVE LEARN LOVE

MOST ABLE AND GIFTED  
POLICY

APPROVED BY  
THE GOVERNING BODY  
APRIL 2018 – APRIL 2020

## **Rationale**

At Sacred Heart Catholic Voluntary Academy, we are committed to working for quality and equality of opportunity for all our children. We recognise children as individuals with unique personalities, skills and abilities and we provide teaching which makes learning challenging, engaging and enables children to reach their potential.

We also recognise that within our school there are a number of children whose performance or potential is **significantly** greater than that of their peers. These children will be identified as **Higher Learning Potential** children and their names will be placed on a subject register. Therefore, we have the responsibility to meet the needs of these children and this policy outlines the identification procedures and provision made.

### **The aims at our school are:**

- to identify the most able and gifted children;
- to provide them with a suitably differentiated and challenging curriculum so they are positively challenged by the work and situations they meet;
- to provide opportunities for these children to be independent and creative in their learning;
- to celebrate high achievement;
- to recognise the range of talents that pupils at our school have.

### **Our definition of most able and gifted children.**

‘These children have ability or abilities beyond the large majority of children in school, and who consequently require more challenging learning. Within this broad category of approximately 20% of the school population, will be smaller groups of exceptionally able, gifted and talented children. Their potential will be shown in any or all of a wide range of contexts, such as different learning styles, creativity or leadership’.

At our school, we try to have the widest possible view of ability and believe many pupils have skills outside the usual definitions of ability. We therefore also encourage and reward children who, for example, are particularly good at helping others, or at noticing when children are upset and supporting them.

## Identification

Children who demonstrate this described level of performance or potential may be identified using a range of methods:

- Teacher assessment;
- External test assessment;
- SATs results;
- Parent comments;
- Information from previous teacher/school;
- Teacher identification using an awareness-raising checklist of characteristics.

Teachers have access to further, more detailed checklists for individual subjects on our school system which they may refer to, to aid identification. Please see Appendix 1.

These children, in each year group, will be identified in the Autumn Term and their names recorded and the group will be discussed and monitored in half termly pupil progress meetings with SLT. These may be amended during the year as necessary. Teachers will then refer to this record when planning provision or considering children for further opportunities. Information regarding the attainment of this group of children will be tracked using Go4Schools.

## Provision

There are a variety of types of provision we may use:

- Acceleration - matching work more closely to the child's intellectual ability. The 2014 curriculum encourages the teaching of objectives within the child's school year, however, future year group objectives (and even key stage) can be covered if and when appropriate. Medium term planning ensures there is progression and continuity throughout the school;
- Extension - this means providing challenges which go more **deeply** into a topic or concept;
- Enrichment - this means providing other activities which run alongside the normal curriculum and go more **broadly** into specific areas of study.

Examples of opportunities include:

### In the classroom

Differentiation by task and by outcome is practised in all classrooms. Teachers use a range of flexible learning and teaching strategies to keep very able children interested and provide them with challenge, such as higher order thinking skills, questioning, problem solving and independent learning. This is supported by appropriate setting/grouping arrangements.

### Outside the classroom

We aim to provide activities that will enrich and extend the experiences of our very able and gifted pupils. These include after school clubs e.g. sport activities, music lessons, choir, computer, art club, Eco club, visits from specialists and opportunities to attend activities arranged by local secondary schools for the most able and gifted

pupils. The staff are open to develop talent further through the use of external agents.

### **Co-ordinating and development**

The Head Teacher and SLT will co-ordinate the provision made for the most able by:

- monitoring opportunities for quality provision;
- remaining aware of national and local developments;
- developing appropriate resources;
- using the school data tracking systems to monitor the attainment and achievement of the very able;
- monitoring the use of a differentiated curriculum and AfL strategies to allow pupils to reflect on their own progress and set targets;
- ensuring systems are in place for transfer of information to secondary schools including transition projects, planning meetings and induction visits.

## **Appendix I:**

### **Generic checklist: example 1**

- A-Learns easily
- B-Original, imaginative, creative
- C-Persistent, resourceful, self-directed
- D-Inquisitive, skeptical
- E-Informed in unusual areas often beyond their years
- F-Artistic
- G-Outstanding vocabulary, verbally fluent
- H-Musical
- I-Independent worker, shows or takes the initiative
- J-Good judgement, logical
- K-Versatile, many interests
- L-Shows unusual insights
- M-Shows high level of sensitivity, empathy
- N-Has an excellent sense of humour
- O-Exhibits unusually extroverted or introverted behavior within a group
- P-Unusually high motivation and self-expression
- Q-Speed and agility of thought and preference for verbal rather than written expression
- R-Shows leadership qualities
- S-Socially adept
- T-Physical
- U-Behavioural indicators

### **Generic checklist: example 2**

Gifted and talented pupils are a diverse group and their range of attainment will be varied.

However, they are more likely than most pupils to:

- think quickly and accurately;
- work systematically;
- 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;

### **Typical Characteristics List 3:**

- Learns rapidly
- Extensive vocabulary
- Excellent memory
- Reasons well
- Strong curiosity
- Compassion for others
- Vivid imagination

- Perseverant in interests
- Long attention span
- Concern with justice, fairness
- Sensitive
- High energy level
- Perfectionist
- Questions authority
- Avid reader