



Hindhayes Infant School
Gifted and Able Policy
April 2023

At Hindhayes, we believe success is based on the partnerships between pupils, staff and the parent community. We endeavour to enrich and develop each child to be a successful individual that will become an active community citizen of the future.

Approved on: _____
Signed: _____
Role: _____

Definitions

The DfE define the more able in terms of those whose progress significantly exceeds age related expectations. At Hindhayes we use the term 'more able' to define pupils who exceed their age related expectations.

Policy rationale:

Hindhayes Infant School is committed to the equality of opportunity for all students. We recognise that appropriate provision needs to be made for those pupils who are recognised as gifted and more able to enable them to develop their full potential. We aim to identify pupils at an early age to enable us to raise standards in school. We recognise that by promoting challenge, reasoning and problem solving, we will indeed raise attainment for all our pupils.

Aims

- To make Governors, Senior Leadership Team and all teachers aware that they have an obligation to identify and meet the needs of this group.
- To have a whole school approach to ensure a consistency in identifying and developing pupils to their full potential.
- To meet the needs of all identified children by differentiating lessons to include tasks to develop greater depth.
- To raise achievement in school through quality first teaching.
- For all children to receive an appropriate education.
- To develop appropriate resources where needed to realise these aims.

Identification

We use our assessments and on-going record keeping to identify these pupils. The use of previous assessments will be taken into consideration to identify pupils who are significantly in advance of the average for their year group in this school.

Other forms of assessment for identification are:

- pre-school records, National Baseline and EYFSP
- reading, maths and writing assessments, checks and tests such as NFER and the National Year 1 Phonic Screening Check.
- End of Key Stage Teacher Assessments
- parent information

All subject areas need to be taken into consideration as children excel in different subjects, and all subjects should be included in developing a child's full potential. Teacher assessment in sports and creative arts will be used to identify talented children.

Planning for more-able and gifted children takes the form of promoting greater depth in learning in different areas of the curriculum. We are aware that children learn at different rates and that some pupils will grasp concepts faster than other. Provision for these children could be identified as MA on the teachers planning. Able underachievers also need to be recognised.

To identify these pupils, data such as that identified above, above needs to be used. This also includes factors such as motivation, personality and home background. We recognise that children with specific learning difficulties can also have gifts and talents. By using an inclusive range of identification methods, regular monitoring and pupil tracking we ensure that equal opportunities are met

Classroom Strategies

Hindhayes Infant School aims to employ a variety of classroom strategies to enable the pupils to succeed and progress. Shared learning objectives, success criteria, toolkits and feedback allow children to identify their successes and motivate them towards achieving their next steps. All teachers plan and differentiate their lesson plans according to the breadth of ability within classes. Allowing opportunities for children to investigate their own questions and develop their own learning styles. Teachers also need to think about their own responses to children's questions. It may be appropriate to give a gifted or able child a different starting point for an activity to enable them to develop independent thought, open questions and to find the answers. These pupils need to be aware of their own thought processes. This is necessary to their success and progress. Opportunities will be given for teachers to question them on how they did a task, how they came to that answer. By celebrating Better Learning Powers as a whole school approach, all children are being challenged to consider their own commitment to learning across the curriculum.

The role of the class teacher

- The class teacher is responsible for identifying children who may be gifted and able through the use of formative and summative assessments.
- The class teacher will discuss these children with Senior Leaders during Pupil Progress meetings and plan for next steps or adaptive strategies needed to enable these children to make best progress.
- It will be the responsibility of the class teacher to share information with parents as appropriate and liaise with any external support such as county moderation or training opportunities.