

Royal Borough of Kingston upon Thames

Green Lane Primary and Nursery School



More Able, Gifted and Talented Policy

Green Lane Primary and Nursery School
Policy on: More Able Learners

Rationale

At Green Lane Primary School, we believe that all children should be enabled to realise their full potential. More Able learners are no exception. As an Inclusive school we endeavour to facilitate and challenge the learning of More Able children and in doing so this create benefits for their fellow learners, their place of learning and ultimately the wider community.

Aims and Objectives

Green Lane Primary School aims to identify More Able Learners so that their learning needs can be catered for in an appropriate way. Once identified, children are exposed to a suitably differentiated and challenging curriculum where their talents are nurtured and encouraged.

At Green Lane Primary School we are committed to promoting independent and life-long learning, where pupils are given the opportunity to engage in investigative and open ended tasks which challenge their thinking skills and require them to work as part of a team. Such provision is made available to all More Able individuals across the school, irrespective of race, gender or socio-economic background.

Teaching and learning style

When working in the classroom, there are numerous strategies used in order to cater for the needs of More Able learners. Work is differentiated and use of open ended and investigative tasks is encouraged where possible. In class children are grouped flexibly, this will include working in groups based on AfL (Assessment for Learning), in ability groups, and mixed ability groups. This is encouraged, as children are often able to consolidate and extend their learning when given the opportunity to explain it to others.

We offer Challenge Groups and opportunities for More Able learners. We currently run challenge groups for such children. In addition we run a termly Challenge Day for pupils, which often involves hosting schools from both within and outside of the borough. More able pupils are also given the opportunity to attend workshops and classes relating to different subjects at nearby schools. Subsequently, they are able to mix with other more able children and engage in challenging and thought provoking activities.

In addition to this, we provide opportunities for pupils who are talented, particularly in Foundation subjects, such as Art and PE. They too, are often able to participate in Extra Curricular events arranged by the school, taking place in locations both within and outside the borough, and, in the case of PE, with sports clubs with whom we are building relationships.

Curriculum planning:

Teachers attempt to build into lessons, extension tasks and activities that allow More Able learners to apply their skills in a more investigative way. Staff differentiate for groups of varying ability and those who are identified to be More Able are then given the opportunity to participate in challenge groups to further extend and augment their learning.

Nursery and Foundation Stage

Children in the Nursery and Foundation Stage are tracked against the Early Learning Goals which underpin the curriculum planning for children aged three to five.

Green Lane Primary and Nursery School
Policy on: More Able Learners

Once it is established that a child is More Able, the teachers then ensure that the pupil's needs are catered for through differentiation in their lessons. Where appropriate, children may also have access to the Key Stage One Maths and/or Literacy Challenge groups.

Assessment

More Able children are usually identified as a result of the class teacher recognising their strengths. Staff use their teacher assessment, standardised test results and observations of pupils in order to distinguish whether or not a child is More Able.

Capable children may fall into the category of being more able, in one or more of the academic subjects: Literacy, Maths, Science or in one or more of the creative subjects: Music, Physical Education, Art and DT.

In addition, we celebrate pupils' 'trans-intellective' strengths, for example, empathy, resourcefulness and resilience. Children with these skills are offered opportunities to take part in Challenge sessions every term.

We recognise that children are diverse and acknowledge excellence in all subjects- not just those that are academic, and provide children with avenues to further develop these areas of their talents.

Once identified, the relevant child's name is added to the More Able Register, along with the area they are More Able in and details of any intervention and challenge groups they are part of.

Assessment of more able learners is both summative and formative in order to track their progress. Classroom practice for more able children is monitored as well as provision through challenge groups and other enrichment activities.

Resources

Across the core subjects there are a range of resources to extend and challenge More Able learners. More able pupils are also given the opportunity to attend workshops and classes at other schools. Subsequently, they are able to mix with other more able children and engage in challenging and thought provoking activities.