

## **Academically More Able Policy**

### **Contents:**

- 1.0 [Statement of Intent](#)
- 2.0 [Aims and objectives](#)
- 3.0 [Definition](#)
- 4.0 [Identification](#)
- 5.0 [Providing feedback to parents and carers](#)
- 6.0 [Provision](#)
- 7.0 [Specific policies](#)
- 8.0 [Coordination](#)

### **1.0 Statement of intent**

- 1.2 Pinewood Infant School is committed to maximising the potential of all our pupils. We recognise our gifted and talented pupils have particular needs if they are to achieve success, educationally, socially and emotionally.
- 1.3 Our policy of maximising the potential of our gifted and talented pupils is understood and supported at all levels in the school, including with governors and all staff, as well as pupils and parents/carers. This policy is implemented in order to support our school vision.

### **2.0 Aims and objectives**

- 2.1 Through the policy, we aim to ensure that:
  - We recognise the different needs of our gifted and talented pupils, including those who coast, are underachieving, have special educational needs (which may be hidden or masked by their ability) or are from ethnic minorities
  - Every gifted and talented pupil receives an appropriate education to meet their needs
  - We provide appropriate opportunities to stretch and challenge the skills and talents of our gifted and talented pupils
  - We recognise the social and emotional needs of our gifted and talented pupils and support them as part of our policy, including poor risk-taking skills and perfectionism
  - We have a school environment which positively supports our gifted and talented pupils, actively encouraging questioning and challenge, as well as creativity and higher order thinking skills.

### **3.0 Definition**

- 3.1 We recognise that there are many definitions of gifted and talented. In Pinewood Infant School we use the following definition:
  - Pupils who are performing academically at the Greater Depth Standard (GDS)
  - Pupils who are particularly talented in art, music, drama and related subjects, which are significantly above their expected levels
  - Pupils who have the potential to achieve above their expected level, but who, for whatever reason, are not performing at this level.

#### **4.0 Identification**

- 4.1 Our overarching identification policy is:
- To identify the pupils who fall into our stated definition of gifted and talented pupils.
- 4.2 We identify gifted and talented pupils through:
- Teacher Assessments
  - EYFS assessments; those pupils who are achieving above their age band and displaying high levels of the characteristics for effective learning
  - School tests including end of year tests, optional tests, standardised tests that score 110+ points.
  - Nomination by class teachers as a result of performance in the classroom.
  - Information provided from home about any out of school activity (i.e. recommendations from sports club coaches and commercial drama productions) or work done at home (i.e. providing portfolio evidence).
- 4.3 We recognise that some pupils will not be obvious candidates for our gifted and talented provision, but when they are challenged and enthused in an appropriate way, their gifts or talents are more likely to become apparent.
- 4.4 We recognise that pupils may not be gifted and talented in every subject and our policy makes allowances for this to ensure that pupils are supported in their areas of need and stretched and challenged in their area of talent and potential.

#### **5.0 Providing feedback to parents and carers**

- 5.1 It is important that parents and carers are kept informed of their child's status as gifted and talented. This is done in the following ways:
- Through a meeting, should they request it, at each parent's and carer's meeting with the special educational needs coordinator (SENCo) or subject teacher
  - Through a meeting at least once a year (in practice this will be during the parent consultations) with parents and carers of the pupil in the year or school in the academically more able cohort. The purpose of this meeting is to outline:
    - How the school identifies our academically more able pupils
    - What we are doing to support them
    - The open door policy
    - Identify a named person to see to discuss any issues that may arise.
- 5.2 We believe that involving parents and carers and having a positive working relationship between school and home is extremely important if a pupil is to maximise their potential.

#### **6.0 Provision**

- 6.1 Whilst the needs of every individual gifted and talented pupil will be different, there are particular school provisions that are especially beneficial to our gifted and talented cohort. These include:
- Enrichment and extension work within every lesson
  - Extension exercises on all homework which helps with creativity and higher order thinking skills and, importantly, is not simply 'more of the same'

- Opportunities for collaboration between our gifted and talented pupils within class and across year groups
- Opportunities for educational trips and visits to develop talent
- Opportunities to develop higher order thinking skills, including critical and creative thinking
- Opportunities to question concepts to extend understanding, including following teacher feedback
- Opportunities to develop self-regulation skills.

## **7.0 Specific policies – while these may be considered it is highly unlikely that acceleration and flexi-schooling will be appropriate at Pinewood Infant School**

### **7.1 Acceleration**

- This will be evaluated by the Head of School in consultation with the staff on a case-by-case basis in positive consultation with parents and carers. Issues we take into account include:
  - The abilities and potential of the pupil
  - The social and emotional maturity of the pupil
  - The ability of the pupil to cope with higher age pupils without feeling isolated.

### **7.2 Flexi-schooling**

- This will be evaluated by the Head of School in consultation with the staff on a case-by-case basis in positive consultation with parents/carers. Issues we take into account include:
  - The abilities and potential of the pupil
  - The social and emotional maturity of the pupil
  - The ability of the pupil to cope with a flexi-timetable without feeling isolated or without their grades suffering.

## **8.0 Coordination**

- 8.1** We believe it is important to coordinate our Academically More Able Policy, and we do this by assigning the following responsibilities:

### **Lead governor:**

- Annually report to the governing body on the progress of this policy
- Annually meeting with the SENCo to evaluate the policy and provision.

### **SENCo:**

- Oversee the academically more able strategy
- Keep a register of all academically more able pupils and their provision
- Develop our academically more able strategy and policy
- Annually interview all academically more able pupils (or ensure it is done)
- Liaise with parents and carers
- Monitor statistics on the impact of the Academically More Able Policy.

### **Subject-specific teachers:**

- Keep up-to-date with talent development within the subject
- Keep a subject-specific register of the gifted and talented pupils
- Implement subject-specific initiatives to maximise the potential of all pupils, including those identified as academically more able.