



Inspiring Learners to Achieve Big Dreams
Policy for Children who are More-Able, Gifted and Talented

Rationale

At The Crescent Primary School our vision is for all children to be happy, well-motivated and to love to learn. They will be challenged and achieve high standards through a fun and creative curriculum and enjoy equal access to opportunities to develop and learn together. Ensuring outstanding provision for children who are More-Able, gifted or talented supports our vision, meets the needs of individuals and ensures the entitlement of all children to an appropriate education.

Aims

- To foster an achievement culture throughout the school which celebrates both effort and achievement in a wide range of areas.
- To identify children achieving at a level beyond that of their peers and to make appropriate provision which stretches them in areas of strength and supports them in areas that require development.
- To provide an appropriately challenging curriculum for More-Able and potentially More-Able children, through extension within the curriculum, and through enrichment /study support beyond it.
- To recognise under-achievement and to seek to remove it.
- To support and make more effective the transition of More-Able children, across the year groups, across the key stages and to secondary school.

What do we mean by More-Able, Gifted and Talented?

Children who are More-Able, gifted or talented (MAG&T) may have abilities in the top 10% of their cohort in terms of:

- Intellectual ability (e.g. aspects of English, Maths or General Knowledge etc)
- Artistic and creative ability (art, design, music, drama etc)
- Practical ability (DT, mechanical ingenuity)
- Physical ability (PE, sport, dance)
- Social ability (personal and interpersonal, leadership, working with adults)

A child could be identified as MAG&T even if they are presently not reaching their full potential.

Exceptionally able children: These children will be performing well above their chronological age.

How will we identify children who are MAG&T in our school?

Identification will be an ongoing process aided by assessment, both formative and summative, and by provision. In consultation with the Lead Teacher for MAG&T, all class teachers will identify children in their classes who are more-able, gifted or talented in one or more areas of the curriculum. This will be done using a balance of qualitative and quantitative measures.

These may include:

- teacher observations and assessments
- background knowledge
- class data



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- collation of evidence (e.g. individual work, sporting achievements)
- optional SATs and test scores
- referring to the criteria in Appendix A

The identification process will be alert to the difference between ability and achievement, taking care to include underachieving but able children in this consideration. It will also be alert to the necessity of including children at the earlier stages of learning English as an Additional Language and those with Special Educational Needs and/or Disabilities.

Characteristics to look for in a More-Able Gifted and Talented Child

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;
- Show great sensitivity or empathy;
- Demonstrate particular physical dexterity or skill;
- Make sound judgements;
- Be outstanding leaders or team members;
- Be fascinated by, or passionate about, a particular subject or aspect of the curriculum;
- Demonstrate high levels of attainment across a range of subjects or within a particular subject or aspects of work.

There is a register of MAG&T children in the school, which is updated annually. Parents are informed annually but only if their child IS on the register. Children may move on and off the register as it is a measure of their ability and achievement in relation to their peers and with children this can change over time.

What provision will be available for children who are MAG&T?

- varied and flexible grouping within a class/year group
- withdrawal of very able children for higher level work within small groups
- differentiation and extension in class
- teaching of thinking and problem solving skills
- asking higher order questions which encourage investigation and enquiry
- setting clear and challenging targets through Assessment for Learning approaches, including Steps to Success
- peer and self-evaluation
- an increasing range of extra-curricular activities as the school grows
- increasing opportunities for artistic, musical, dramatic and sporting development as the school grows
- visits from experts



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- competitions
- special themed events/weeks, for example book week, science week
- older children mentoring younger ones as the eldest children move into key stage 2

How do we organise provision?

All classes will have a class MAG&T Education Plan that will identify the children, their needs and the provision that the class teacher will provide for them on a regular basis. Sometimes MAG&T children will benefit from their needs being summarized on an Individual Education Plan (IEP) but this is not done routinely. These would be shared with parents/carers and the children, and updated termly.

Acceleration (that is, moving a child out of their year group into a higher year group) is not usually recommended because social and emotional difficulties may arise due to differing levels of maturity. It should be possible to address the needs of all children within the appropriate year group. There may be times however, when it will be appropriate for children to work with older children, through curricular activities, clubs, mentoring and through visits to secondary schools for example. Withdrawal groups can be used in order to provide opportunities for children to work with others of like ability.

Responsibilities:

The Head Teacher will be responsible for:

- overall policy setting
- the depth and breadth of the curriculum
- supporting and monitoring curriculum planning which ensures differentiation for the More-Able
- monitoring the quality of teaching and learning for all children including the More-Able
- reviewing the policy with the lead teacher annually

The Lead Teacher will be responsible for:

- compiling and maintaining an up-to-date register of all children identified as being MAG&T
- communicating with parents when children join the register
- ensuring appropriate provision for all children on the register
- developing and sharing expertise in this area for all teaching and support staff through INSET
- ensuring the transfer of relevant information to all teaching and support staff working with children on the register
- implementation and monitoring of the policy
- whole school assessment and monitoring of children on the register

Subject Leaders will be responsible for:

- sharing suitable strategies for extending the most able in their subject
- purchasing and disseminating appropriate resources
- assisting colleagues with differentiated planning
- collecting examples of exceptional work
- monitoring the provision for the most able in their subject

The Class Teacher will be responsible for:

- identifying the More-Able in their class



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- setting appropriate targets for the More-Able in their class through ALL strategies, including Steps to Success
- ensuring appropriate provision through differentiated planning in line with the class MAG&T Education Plan
- using appropriate resources to challenge the More-Able
- reporting to parents/carers on the progress of the More-Able
- reporting to subject leaders and their year group leader on the progress of the More-Able

Monitoring and Evaluation:

This policy and its effectiveness will be reviewed by the Head Teacher and the Lead Teacher for children who are MAG&T against the aims set out above and against whole school development targets.

Links with other school policies and documents:

- School Development Plan
- Subject Action Plans and Policies
- Medium and short-term plans
- Class Education Plans

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Appendix A

Characteristics to look for in a More-Able Gifted and Talented Child

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- Be particularly creative;
- Show great sensitivity or empathy;
- Demonstrate particular physical dexterity or skill;
- Make sound judgements;
- Be outstanding leaders or team members;
- Be fascinated by, or passionate about, a particular subject or aspect of the curriculum;
- Demonstrate high levels of attainment across a range of subjects or within a particular subject or aspects of work.

Characteristics To Look For In Underachieving More-Able Children:

Some children may not be achieving at a high level but they may still have some of the characteristics above. *These are potentially our underachieving More-Able.*

They may also display some of the more negative behaviours that can be associated with More-Able children or may only display these negative behaviours:

- Anti-school
- Orally good while written work poor
- Apparently bored
- Restless and inattentive
- Absorbed in private world
- Tactless and impatient with slower minds
- Friendly only with older pupils
- Self-critical
- Poor social relations with peers and teachers
- Emotionally unstable
- Outwardly self-sufficient



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These children must be given *opportunities to extend their learning and the support* they need to achieve well. They must be identified as a group and should be monitored closely through Target Tracker and through formative assessment in planning.

Support for underachieving More-Able children could include in school support or advice from:

- Place2Be counselling
- Nurture group
- Family Support Worker
- Inclusion Manager
- SENCo

Referrals can also be made to outside agencies such as the Educational Psychologist or Speech and Language Therapist, via the SENCo with parental consent.

Definition Of Exceptionally Able Children:

Exceptionally able children are likely to show some of the following characteristics, however, it is important to remember that every child is an individual and so will have their own particular strengths, talents and weaknesses. It is also important to note that students with exceptional ability will not always achieve highly in the classroom.

- Keen powers of observation
- Have learned to read early (often well before school age)
- Reads rapidly and widely
- Well-developed vocabulary – takes a delight in using new and unusual words
- Has great intellectual curiosity
- Absorbs information rapidly – often described as being like sponges
- Very good memory – can recall information in different circumstances
- Has the ability to concentrate deeply for prolonged periods
- Very good powers of reasoning and problem solving
- Has intense interests
- Possesses unusual imagination
- Has a great interest in 'big questions' e.g. the nature of the universe, the problem of suffering in the world, environmental issues
- Very sensitive – perhaps becoming upset easily
- Very aware of rights and wrongs, concerned about injustices.

A reasonable definition for a gifted child is one who shows exceptional ability in one or more areas such as mathematical, verbal, spatial awareness, musical or artistic ability.



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What are we looking for in our More-Able children in specific terms?

This list is not exhaustive but gives important general indicators which are going to help us identify our More-Able, Gifted and Talented children. The children may exhibit some of the following characteristics.

In terms of the National Curriculum we would identify the following areas, which are not listed in order of priority

English:

Creative flair

- write and talk in imaginative and coherent ways
- elaborate on and organise content to an extent that is exceptional for their age
- be passionate and enthusiastic about writing

Stamina and perseverance

- use any suitable opportunities to produce work that is substantial and obviously the product of sustained, well directed effort

Communicative skills

- involve and keep the attention of an audience by exploiting the dramatic or humorous potential or ideas or situations in imaginative ways
- take a guiding role in helping a group to achieve its shared goals, while showing sensitivity to the participation of others
- write with a flair for metaphorical or poetic expression
- grasp the essence of particular styles and adapt them to their own purposes
- express ideas succinctly and elegantly, in ways that reflect an appreciation of the knowledge and interests of specific audiences
- use ICT to research ideas and create new text

Ability to take on demanding new roles

- research, compare and synthesise information from a range of different sources, including ICT
- engage seriously and creatively with moral and social themes expressed in literature

Arguing and reasoning

- create and sustain accounts and reasoned arguments at a relatively abstract or hypothetical level, in both spoken and written language
- grasp the essence of any content and reorganise it in ways that are logical and offer new syntheses or insights
- justify opinions convincingly, using questions and other forms of enquiry to elicit information and take up or challenge others' points of view



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Awareness of language

- understand the nature of language and showing a special awareness of features such as rhyme, intonation or accent in spoken language, and the grammatical organisation of written texts
- show an interest and enthusiasm for language study, including an awareness of the relationship between words of different languages that are not apparent to most of their peers.

Other pupils may have unusual abilities in specific areas, such as, poetry, drama, or their understanding of the nature and structure of language, whilst being unexceptional in the rest of their English work. In these cases, it may be hard to relate pupils' ability to level descriptions.

Mathematics:

Pupils show their special talents in mathematics in a range of ways and at varying points in their development. However, they are likely to:

- learn and understand mathematical ideas quickly
- be more analytical, reflect on and improve approaches to problems
- be able to form generalisations
- think logically and see mathematical relationships
- make connections between the concepts they have learned
- make connections between different aspects of maths and apply skills across the board
- identify patterns easily
- apply their knowledge to new or unfamiliar contexts
- ask questions that show clear understanding of, and curiosity about, mathematics
- be passionate and enthusiastic
- take a creative approach to solving mathematical problems
- sustain their concentration throughout longer tasks and persist in seeking solutions
- be a good communicator – verbally and written
- be more adept at posing their own questions and pursuing lines of enquiry
- move from the concrete to the abstract effortlessly
- be able to quickly apply concepts to real-life situations and in a variety of concepts
- have good mental agility
- have a quick recall of number facts which can be applied to problem-solving
- have quick computation skills
- have good estimating skills
- to be able to handle data with ease
- discuss concepts and actions, and reason mathematically using high level and relevant mathematical vocabulary
- be able to contribute effectively to group discussions and help develop the learning of others
- quickly make links to previous learning

Some pupils who are More-Able in mathematics perform at levels that are unusually advanced for their age. Other pupils with exceptional mathematical potential may not demonstrate it in this way, for example, they may have high levels of reasoning but be unable to communicate their ideas well orally or in writing.



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Science:

Children may:

- be extremely interested in finding out more about themselves and things around them
- enjoy researching obscure facts and applying scientific theories, ideas and models when explaining a range of phenomena
- be able to sustain their interest and go beyond an obvious answer to underlying mechanisms and greater depth
- be inquisitive about how things work and why things happen (they may be dissatisfied with simplified expressions and insufficient detail)
- ask many questions, suggesting that they are willing to hypothesise and speculate
- use different strategies for finding things out (practical and intellectual) – they may be able to miss out steps when reasoning the answers to problems
- think logically, providing plausible explanations for phenomena (they may be methodical in their thinking, but not in their recording)
- put forward objective arguments, using combinations of evidence and creative ideas, and question other people's conclusions (including their teachers!)
- decide quickly how to investigate fairly and manipulate variables
- consider alternative suggestions and strategies for investigations
- analyse data or observations and spot patterns easily
- strive for maximum accuracy in measurements of all sorts, and take pleasure, for example, from reading gauges as accurately as possible (sometimes beyond the accuracy of the instrument)
- make connections easily between facts and concepts they have learned, using more extensive vocabulary than their peers
- think abstractly at an earlier age than usual and understand models and use modelling to explain ideas and observations.
- understand the concepts of reliability and validity when drawing conclusions from evidence
- be easily bored by over-repetition of basic ideas
- enjoy challenges and problem solving, while often being self-critical
- enjoy talking to the teacher about new information or ideas
- be self-motivated, willingly putting extra time – (but they may approach undemanding work casually and carelessly)
- be curious
- take risks
- draw, analyse and question conclusions
- reflect on past experiences and plan with these in mind
- have a good understanding of fair testing and the need for it
- be able to justify predictions
- select suitable equipment and use it appropriately
- be able to use higher order questioning skills, eg will consider the next step from conclusions already drawn
- question other people's ideas
- want to extend work and will carry this out independently
- be able to explain ideas and processes to others and support them in their investigations
- make links with other curricular areas and apply these to current work
- draw on mathematics and information technology knowledge in using data handling to interpret, analyse and present information
- draw on real-life situations



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- grasp a concept and apply to different contexts
- have good research skills
- challenge and test new information

Computing:

- use it with confidence
- use it appropriately, eg. in the selecting of and transferring of information
- draw on and apply cross-curricular knowledge in supporting a task
- be able to select layouts and modify tasks
- be able to program sequences to control a desired outcome and use variables to alter this
- be willing to risk-take and experiment
- apply knowledge from one piece of technology to another

They also may, in more specific terms:

- demonstrate ICT capability significantly above that expected for their age
- learn and apply new ICT techniques quickly, eg. shortcut keys
- use initiative to exploit the potential of more advanced features of ICT tools
- transfer and apply ICT skills and techniques confidently in new contexts
- explore independently beyond the given breadth of an ICT topic
- initiate ideas and solve problems, use ICT effectively and creatively, develop systems that meet personal needs and interests

Art and Design:

- use artistic vocabulary to express own ideas about the artwork of others and of their own
- show flair
- think and express themselves in creative, original ways
- be keen to extend skills
- have good co-ordination skills
- have good fine motor control skills
- be perceptive
- be able to appreciate the skills of other artists
- be able to analyse/use the skills of other artists
- use materials, tools and techniques skilfully and learn new approaches with confidence

They are also likely to:

- have a strong desire to create in a visual form
- push the boundaries of normal processes
- show a passionate interest in the world of art and design
- initiate ideas and define problems
- critically evaluate visual work and other information
- exploit the characteristics of materials and processes
- understand that ideas and meanings in their own and others' work can be interpreted in many ways



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Design and Technology:

- demonstrate high levels of technological understanding and application
- display high-quality making and precise practical skills
- have flashes of inspiration and highly original or innovative ideas
- have an enquiring mind
- suggest ideas to solve problems
- demonstrate different ways of working or different approaches to issues
- be sensitive to aesthetic, social and cultural issues when designing and evaluating
- be capable of rigorous analysis and interpretation of products
- get frustrated when a teacher demands that they follow a rigid design-and-make process
- organise tasks with “logical”, well-ordered and clear steps
- select appropriate tools and materials according to their properties
- think ahead
- work comfortably in contexts beyond their own experience with users’ and clients’ needs and wants
- be able to represent ideas in a variety of contexts
- reflect on and evaluate experiences and take these into account to inform future planning
- use the process diary as a source of reference
- think laterally
- be able to justify actions and materials used
- have exceptional fine motor skills
- seemingly without effort produce a finished model

Teachers may identify pupils who are gifted in design and technology by:

- performance at an unusually advanced national curriculum level for their age group
- the outcomes of specific tasks
- evidence of particular aptitudes
- the way pupils respond to questions
- the questions that pupils ask themselves

Geography:

- understand concepts clearly so that they can apply this understanding to new situations in order to make interpretations, develop hypotheses, reach conclusions and explore solutions practically and methodically
- communicate effectively using both the written and spoken word
- reason, argue and think logically, showing an ability to manipulate abstract symbols and recognise patterns and sequences
- enjoy using graphs, charts, maps, diagrams and other visual or verbal methods to present information
- be confident and contribute effectively when taking part in less formal teaching situations
- have a more highly developed value system than most people their age
- be passionate and proactive about geographical topics
- have a wide ranging interest in and general knowledge about the World, the environment and or social issues



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- be able to transfer knowledge from one subject to another
- be creative and original in their thinking, frequently going beyond the obvious solution to a problem
- be inquisitive about man made and/or natural forms

History:

Historical Knowledge

- have an extensive general knowledge, including a significant amount of historical knowledge
- develop with ease a chronological framework within which to place existing and new knowledge
- demonstrate a strong sense of period as a result of study

Historical Understanding

- grasp quickly the role of criteria in formulating and articulating a historical explanation or argument
- understand and apply historical concepts to their study of history and other areas of the curriculum
- be able to draw generalisations and conclusions from a range of sources of evidence
- seek to identify patterns and processes in what they study, while being aware of the provisional nature of knowledge
- appreciate that answers arrived at depend largely on the questions asked
- recognise how other disciplines can contribute to the study of history and draw readily on what they learn in other subjects to enhance their historical understanding
- be able to identify opinion as opposed to fact and use this appropriately
- be able to identify cause and analyse the effects of cause and consequence
- be able to empathise with all sides surrounding an issue and represent opinions that are not their own

Enquiry

- be able to establish and follow a line of enquiry, identifying and using relevant information
- be good at reasoning and problem solving
- think flexibly, creatively and imaginatively
- show discrimination when selecting facts and evaluating historical evidence
- manipulate historical evidence and information well
- appreciate the nature of historical enquiry
- question subject matter in a challenging way
- be intrigued by the similarities and differences between different people's experiences, times and places and other features of the past
- thrive on controversy, mystery and problems of evidence
- show resourcefulness and determination when pursuing a line of enquiry

Music:

- be captivated by sound and engage fully with music
- select an instrument with care and then be unwilling to relinquish the instrument
- find it difficult not to respond physically to music
- memorise music quickly without an apparent effort, be able to repeat more complex rhythmical and melodic phrases given by the teacher and repeat melodies (sometimes after one hearing)
- sing and play music with a natural awareness of the musical phrase – the music makes sense



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- demonstrate the ability to communicate through music, for example, to sing with musical expression and with confidence
- recognise pitch
- be able to apply pitch, duration, texture, shape, dynamics and timbre to their compositions
- be able to respond to constructive criticism
- evaluate work
- keep to the criteria set in their task time
- be able to harmonise a melody
- risk take with instruments and sounds
- choose instruments appropriate to a composition
- be able to apply knowledge of pitch, duration, texture, shape, volume, dynamics and timbre when discussing a piece of music
- be able to justify constructive criticism of someone else's work
- be able to discuss and evaluate music drawing on their existing knowledge and high order questioning skills
- recognise features of music and interpret these using their imagination

Physical Education:

Approach to work

- be confident in themselves and in familiar contexts
- take risks with ideas and approaches, and be able to think 'outside the box'
- show a high degree of motivation and commitment to practice and performance

In dance

- move body and be creative, imaginative and expressive
- be able to interpret ideas and respond to different stimuli whilst moving in time to the music
- have good control of gross and fine motor skills
- have well developed spatial awareness
- evaluate work, respond to constructive criticism and use this to support future work
- work as part of a group or independently
- learn dance routines quickly
- have good control and balance
- have good co-ordination

In gymnastics

the following should be exceptional and above age related expectations:

- have refined co-ordination skills
- have good gross motor skills
- have good hand/eye, foot/eye, hand/foot/eye co-ordination skills
- have good balancing skills



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- work co-operatively
- link sequences on different apparatus
- evaluate work, respond to constructive criticism and use this to support future work
- work at club level (if able to access)

In outdoor and adventurous activities:

- be a supportive team member
- be an excellent communicator
- have excellent leadership qualities
- have outstanding problem-solving skills
- be a logical thinker
- be skilled in map reading
- be able to work under pressure

In swimming

- be confident
- have stamina, show endurance and have good breath control
- possess good concentration
- be supple and be able to streamline the body
- show enthusiasm and be More-Able in all water sports
- have good self discipline
- work at club level (if able to access)
- swim all four strokes confidently
- swim more than 25m confidently

In athletics

- show ability and skill beyond their years in a specific discipline or disciplines

In games

- be a good communicator
- be able to work as a member of a team
- be skilled at co-operating



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- be quick to react
- be a logical thinker
- have excellent hand/eye, eye/foot, hand/eye/foot co-ordination skills
- be able to evaluate work and make use of constructive criticism to inform future activities

Religious Education

- show high levels of insight into, and discernment beyond, the obvious and the ordinary
- make sense of, and draw meaning from, religious symbols, metaphors, texts and practices
- be able to make connections between different religious practices
- be able to relate different religious practices to everyday life
- be sensitive to, or aware of, the numinous or the mystery of life, and have a feeling for how these are explored and expressed
- be able to raise questions about the meaning of life
- be able to offer solutions to questions raised
- understand, apply and transfer ideas and concepts across topics in RE and into other religious and cultural contexts
- be able to empathise

In more general terms, they may also:

- have highly developed skills of comprehension, analysis and research
- show quickness of understanding and depth of thought

Personal, Social and Emotional Development:

- show empathy
- be an excellent communicator
- provide support for others
- have insight into the feelings and needs of others and help others to develop insight
- be proactive in forming positive relationships with adults and children