

## **Springfield Infant School and Nursery** **Academically More Able & Gifted and Talented Policy**

*Springfield is a Rights Respecting School.*

*Article 28*

*The right to learn and go to school.*

*Article 29*

*The right to become the best that you can be.*

*Every child has the right to develop their personality, talents and abilities.*

### **Rationale:**

To develop a whole school approach to ensure that all children are challenged, motivated and provided with a broad and balanced education that is differentiated to meet their needs.

### **Aims:**

1. To identify children who demonstrate they are more able or have specific gifts and/or talents in any area of the curriculum.
2. To differentiate the curriculum to provide opportunities for all children to develop individual skills and talents.
3. To celebrate pupils' achievements in all areas.
4. To provide appropriate training and support to help staff identify and plan for children with specific gifts and talents.
5. To work together to enrich children's experiences.

### **Definitions:**

*Academically More Able (AMA) & Gifted pupils* are those who have high achievement or the potential for high achievement in one or more of the academic areas of the statutory school curriculum. *Talented pupils* are those with high achievement or the potential for high achievement in one specific area such as music, art, sport, PE.

### **Identification:**

Children who are consistently working at above average expectations in any areas of the curriculum are identified by teachers and put on the Academically More Able & Gifted and Talented register. We inform all parents of pupils' achievements at parents' evenings, in reports and as part of routine home/school communication.

### **Monitoring:**

- Staff add children's names to class register which is used as a working document and kept in planning file. Staff are to plan for these children and provide activities that extend, enrich and challenge the identified children's learning.

- Registers are monitored by Head teacher, Inclusion Manager and AMA & Gifted & Talented Team.
- Inclusion Manager and AMA & Gifted & Talented Co-ordinator informs staff of local and national initiatives.
- In Early Years we expect to have more children identified by the end of the academic year than at the beginning.
- Early Years practitioners understand the early indicators of ability in particular areas of learning and observe them carefully.
- Key Stage 1 teachers understand KS1 indicators of ability in particular areas of the curriculum and observe them carefully.

### **Guidelines for provision:**

Practitioners in the Early Years provide for obvious early developers and the context for others to emerge. They:

- Create opportunities that challenge all children and ensure rapid development of early years skills.
- Provide a broad and balanced curriculum.
- Develop independent thinking and articulation of ideas.
- Ensure high level of performance is encouraged beyond expectations of possible performance levels.
- Plan modifications and additional challenges for those already demonstrating significant performance.

### **Key Stage 1 Provision:**

- Maintain a broad and balanced curriculum.
- Support gifted and talented children who are slow to develop skills.
- Maintain a sharp focus on the individual and the different learning styles they are beginning to exhibit.
- Continue to develop independent thinking and articulation of personal ideas.
- Introduce exposure to high levels of expertise by bringing experts into classroom and by using teachers own expertise areas.
- Ensure all children strive to reach highest levels of performance.
- Ensure that gifted and talented children have access to enrichment activities organised by the locality schools.