

## THE KING'S SCHOOL IN MACCLESFIELD



### LEARNING ENRICHMENT POLICY INFANT & JUNIOR DIVISION

#### RATIONALE

Our school will have, at any time, a number of extremely able, gifted or talented pupils, some of whom may perform at a level that well exceeds the level of others in their class or that expected for children of their age group. This may be in one or more areas of learning. Their performance will exceed that of above-average achievers and sometimes that of children described as well above average for their age. We believe that we can make a difference in enabling these pupils to achieve the greatest possible progress.

Our definition of ability recognises academic, practical, creative, musical, physical, sporting and social performance. It also recognises that a child may possess this potential, although their performance may not currently reflect this.

We believe that provision is generally most effective when it is made within the classroom, through a stimulating, differentiated curriculum. We also recognise that in some cases, particularly with pupils talented in PE, Sport or Music, we need to work with external partners to meet their needs.

#### AIMS AND OBJECTIVES

The aim of this document is to ensure a consistent approach to the identification and support of the more able, gifted and/or talented child through:

- An agreed, shared definition of the terms “gifted” and “talented” (known as ‘G & T’);
- Identification of the More Able or G & T pupils as early as possible;
- Substantiating identification by the use of objective assessment measures, where appropriate;
- Meeting pupils’ needs with a range of appropriate strategies;
- Raising staff awareness of the range of strategies available to them;
- Creating an ethos of ‘challenge’ in lessons and throughout the school;
- Working in partnership with parents/carers to help them promote children’s learning and development;
- Identifying and supporting those G&T pupils who are underachieving;
- Making use of the wider community to enhance learning opportunities;
- Supporting and challenging all children;
- Reflecting the vision and values for inclusion as outlined in the school’s ‘Equal Opportunities Policy.’

## **ORGANISATION AND IMPLEMENTATION ARRANGEMENTS**

### **Definitions**

“Gifted or Talented pupil” refers to a pupil whose performance or potential performance:

- Substantially exceeds that of his/her peers in relation to national expectations;
- Substantially exceeds that of his/her peers in relation to their age group in school.

It describes pupils who:

- Perform extremely highly on standardised tests of ability, national tests or examinations;
- Perform or who are potentially able to perform, at a level that substantially exceeds that which is expected for their age across a range of subjects;
- Perform or who are potentially able to perform, at a level that substantially exceeds that which is expected for their age in a particular area, including the creative and performing arts and physical activities;
- Will include those of exceptional ability and talent who function at levels several years beyond expectations for their age or whose quality of performance is markedly superior to that which is usually encountered.

It is recognised that the terms, “talented” and “elite” may be used to describe pupils that perform or who have the potential to perform at levels beyond those expected in Physical Education (PE), Sport and Music.

Identification is usually made by:

- Teacher nomination;
- Audit of special abilities (formal or informal);
- Previous records;
- Test results/ teacher assessments;
- Pupil’s work;
- Parental information;
- Information provided by external agency e.g. club or national governing body (NGB).

Assessment methods include:

- CEM Centre online tests (Aspects, Base and INCAS) and Rising Stars Hodder assessment results (PiRA, PUMA and GaPS);
- In-house tests for all year groups, including the 11+ assessment;
- Response to increased challenge;
- Response from external agency;
- Teacher observation.

## **ORGANISATION WITHIN THE INFANT & JUNIOR DIVISION**

### **More Able**

These children are performing at the upper end of the ability range for their year group.

- In the Infant Department, differentiated activities are provided within the classroom in all areas of the curriculum.
- In the Junior Department, differentiated activities are provided within the classroom and by the system of ‘setting’ in Maths. Whilst able children will be working in the upper sets for this subject, every effort will be made to differentiate across each set in order to challenge each pupil to achieve their full potential and enrich their curriculum.

- In other subjects, extension, stretch and challenge activities will be provided by Subject Leaders and Form Teachers.

### **Gifted and Talented**

These children may exceed the expectations for the ability range within their year group.

- These children require personalised and specific extension activities which will be agreed between the Form Teacher, Subject Leader and/or Learning Enrichment Co-ordinator.
- It can be very difficult to identify ‘Gifted and Talented’ or more able children within the Infant Department as there can be a huge variation in maturity and experience. All Infant Staff are careful to challenge and nurture able or skilled children through differentiation on a daily basis, and close contact is maintained with the Learning Enrichment Co-ordinator.
- Foundation Stage children who are deemed to be ‘exceeding’ national expectations at the end of Foundation Stage are highlighted as working to a high standard for their age. However, this does not necessarily mean that they are deemed gifted or talented. Should children display natural levels of talent or skill well beyond their chronological age then strong consideration would be given as to their suitability to be placed on the register.

### **Modes of working**

The Class/ Form Teacher will:

- Take steps to identify G & T pupils within their class as soon as possible;
- Assess/gather data to support the nomination;
- Agree, plan and implement appropriate provision;
- Include provision in both medium and short-term plans, as appropriate;
- Review provision regularly.

Once a need is identified, the Form Teacher will work alongside the Learning Enrichment Co-ordinator to validate this nomination with assessment data. If all agree that the criteria are met, the child’s name is entered in the register. This will be reassessed biannually. Pupils who have been identified and nominated by an outside agency, e.g. sport, may require information to be provided by a coach or talent development officer.

### **Strategies for supporting the able child**

One or more of the following can be employed to meet the needs of the individual:

- Planning for differentiation;
- Use of questioning to raise the level of challenge;
- Teaching thinking skills;
- Fostering creativity;
- Restructuring class organisation or pupil grouping;
- Ensuring easy access to suitably-challenging, free-choice resources;
- Home-school partnerships;
- Pastoral care and mentor support;
- Support from outside the school, e.g. music tuition/sports coaches etc.

There is a particular need to identify ‘Gifted’ and ‘Talented’ children who are underachieving. Typical characteristics of such children are low self-esteem, academic avoidance behaviour, poor study skills, poor peer acceptance and lack of concentration.

A 'G&T' pupil may be taking part in activities outside school that:

- are very demanding on their time and physical resources, e.g. dancers, swimmers, gymnasts. This can lead to tiredness and consequent underachievement in other areas of the curriculum. It is vital that teachers work with parents and external coaches/tutors to implement appropriate strategies to deal with this;
- they consider to be potentially embarrassing within their peer group and/or teachers. They may wish to keep their involvement in the activity private even though it may demand a high level of time and commitment.

### **How to identify the underachieving child**

'G & T' pupils may not always perform well at school. Their written work may be poor; they may appear inattentive, lazy and lethargic, or daydream. They may spend a great deal of time decorating their books and be disruptive or uncooperative in lessons. They may also be difficult to motivate and critical of others in class. This can be due to boredom because not enough is being demanded of them. In some cases, the child may deliberately be under-achieving due to a desire to appear 'normal'.

'G & T' children may demonstrate the following traits:

- Have an extended general knowledge;
- Pursue hobbies with great enthusiasm, verging on obsession, being strong willed and determined;
- Show keen powers of observation and reasoning;
- Able to generalise from a few given facts, being able to memorise facts and information quickly;
- Prefer games and hobbies usually associated with older children.

### **CO-ORDINATION OF LEARNING ENRICHMENT**

It is the role of the Learning Enrichment Co-ordinator to:

- Liaise with Form Teachers and make them aware of the assessment data required;
- Collate the assessment materials and results;
- Work with teachers to support pupils, for example by suggesting additional classroom resources;
- Maintain the More Able, Gifted & Talented register;
- Liaise with all parties to decide the strategies to be used to maximise learning and development;
- Work with teachers to plan provision;
- Liaise with and arrange other agency referrals as appropriate;
- Liaise with other agencies over provision of subject-focussed challenge workshops, acting as a Host School when appropriate;
- Act as or appoint mentors when appropriate;
- Review provision on a regular basis;
- Liaise with the Principal of the Infant & Junior Division, Vice-Principals and Heads of Year/ Key Stage;
- Review the effectiveness of the policy.

### **INVOLVMENT OF PARENTS**

Initially, when a child is identified as performing at the level defined as able, gifted or talented, their name is placed on a register and extension/challenge activities are provided and recorded in short term plans.

More able pupils will also be given the opportunity to extend their skills in particular subjects through the offer of places on courses of excellence run by outside agencies.

Careful consideration is always given before informing parents that we consider their child to be more able or talented, as we recognise that due to maturity levels there can be huge fluctuations when comparing children from one year to the next. Children within the Foundation Stage, in particular, will have had very different experiences and their peers may catch up with them over the course of the year. It is for this reason that we do not make our list public.

## **CONCLUSION**

The King's School makes certain that pupils with Learning Enrichment needs play a full part in the life of the school. It is important to us that all pupils succeed to their full potential.

Further Divisional documents that share links with this policy are;

- Assessment, Recording and Reporting
- Equal Opportunities
- Learning Support

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