St John and St Nicolas Schools Federation

For the good of all through curiosity, creativity and love

Policy Title:	**More Able, Gifted and Talented Policy**
Policy Reference:	**SJN036**
Description:	How to meet needs of more able pupils
Status:	Approved by Governing Board
Category:	Non-statutory
Review frequency:	Annually
Contact:	governors@stjohnandstnicolasschools.org.uk
Version:	**V1.3**
Other relevant policies:	
Date for Review:	January 2027

Change Record

Version Number	Date Approved	Governing Board Minute Reference	Description of Amendments	Review Date
1.0	28.03.22	FGB Minutes 28.03.22	Policy written for federation, then reviewed by SCC on 08.03.22. Ratified by FGB.	Mar 2023
1.1	14.03.23	SCC Minutes 14.03.23 FGB Minutes	Reviewed by SCC. Clerk added first paragraph re vision.	Mar 2024
1.2	5.3.24 2.7.24	S&C Minutes 5.3.24 S&C Minutes 2.7.24	Update version number/date, number items. Ongoing review as a result of Learning Walks Summer Term 2	Mar 2025
1.3	27.1.26	S&C Minutes 27.1.26	Update version number/date, wording items 3, 5 and 6	Jan 2027
1.4				

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St John and St Nicolas Schools Federation
More Able, Gifted and Talented Policy

At St John and St Nicolas Schools Federation, our vision is 'For the good of all – through curiosity, creativity and love.' This vision inspires everything that the federation does. It applies equally to all the federation's policies with the intention that our policies impact as fairly and positively as possible to meet the needs of all members of our schools' community.

1: Introduction
In line with the federation's Vision and Spirituality Statement, both schools provide a nurturing, happy environment where children feel inspired. Every child is unique and the federation is committed to giving each child the opportunity to achieve their full potential in every aspect of school life.

By providing a curriculum that is engaging, integrated and tailored to the needs and abilities of each child, self-esteem is fostered. All children have equal rights to the opportunities offered.

Identifying and responding to the individual needs of the more able, gifted and talented children, increases attainment and so benefits standards throughout the federation community. These pupils are defined as those who achieve, or who have the ability to achieve, at a level significantly in advance of their age-related expectations.

2: Aims
- To foster a love of learning by nurturing curiosity and creativity
- To recognise that more able children have particular needs
- To work in partnership with parents
- To develop and maintain an inclusive approach to education
- To challenge and develop children to ensure they reach their full potential
- To identify and promote individual abilities and talents

3: Provision
All staff meet the needs of more-able and talented pupils in the following ways:

Curriculum organisation and design
- Clear, integrated, curriculum coverage
- Skills and knowledge based curriculum
- Breadth and depth of knowledge
- Skills and knowledge progression through the year groups
- Differentiation in teaching
- Excitement and engagement in curriculum subjects
- Planned, as well as spontaneous, challenges

Rich and extended talk opportunities
- Oracy in school
- Across all subjects
- Use of questions and questioning in class
- Opportunities for talk planned
- Teacher becoming the facilitator of talk
- Exploration into their own learning

Creation of challenging learning opportunities and assessment
- Use of grouping within year groups
- Feedback from teachers and self-assessment
- Assessment opportunities and tracking of progress
- Using assessment to inform planning
- Becoming independent learners
- Using a variety of learning styles

Additional aspirational and enhanced learning opportunities
- Use of enrichment activities within school and externally
- Extending cultural as well as academic and spiritual opportunities
- Widening pupils' aspirations – encouraging individual initiative, spontaneity and achievement

Mental health and wellbeing
- Understanding of the whole child's, academic and personal needs
- Use of ELSA to support the mental health and wellbeing of children
- Ensuring targets are driven by talent and ability but also by gaps in knowledge or areas of personal growth
- Building friendships and social interaction skills
- Use of Therapeutic Thinking to support behaviour and understanding of choices inside and outside of school
- Sharing and enjoying fascination in the wider world and its issues

Out of class activities
- After school clubs
- Regular homework activities

- Home learning logs/projects
- Education visits
- School residential trips
- Strong liaison links with secondary schools
- Enrichment days
- Opportunities to participate in activities outside school

4: Identification

Class teachers will identify more able children in pupil progress meeting discussions, using hard data and qualitative evidence including:

- Teacher observation, tracking, tests and assessment
- Curriculum and wider school opportunities e.g. in art, music, sport, drama
- Background knowledge from parents/carers

There will not be a formal list of more able, gifted and talented children as children may move in and out of this group, but class teachers will be aware of children achieving significantly above their peers and will make appropriate provision.

5: Monitoring and Evaluation

Provision for more able, gifted and talented pupils will be a regular part of the federation's monitoring of teaching and learning. Their progress will be included at regular pupil progress meetings.

All staff will monitor each pupil regularly, setting regular targets, monitoring the achievement of those targets and formally testing pupils at least once a year.

The federation works for the good of all to achieve the highest possible level of achievement and personal fulfilment for all pupils. In addition to academic attainment, teachers prepare children to be resilient, independent, lifelong learners able to use all of their talents.

One of the most effective strategies for helping more able, gifted and talented pupils to reach their full potential is to ensure that they develop as rounded people, so their progress in social and interpersonal skills is monitored as well as their progress within curriculum subjects. Pupils are actively encouraged to be reflective learners using the learning powers/muscles, talk partners, SCARF lessons and collective worship.

6: Roles and Responsibilities

Teaching and Support staff will:

- Ensure each area of provision is fulfilled effectively
- Identify pupils who are more able or talented in certain areas
- Track attainment and progress for children
- Seek advice and support from subject leaders where necessary
- Liaise with SLT or other staff to ensure mental health and wellbeing is prioritised

Curriculum leaders will:

- Monitor the curriculum organisation and design to ensure provision for more able gifted and talented children

- Ensure resources are available to stimulate and extend thinking
- Liaise with staff to organise subject specific enrichment activities

The Inclusion Manager and SLT will:

- Update and liaise with the Governor responsible
- Ensure Pupil Progress Meetings identify more able and talented children
- Ensure that those children are supported and extended as appropriate
- Update guidance and ensure all staff are given training and support