



Nevill Road Infant School

Gifted, Talented & Most Able (GTMA) Policy

Reviewed: October 2023
Reviewer: Jonathan Whitfield (Headteacher)
Next Review: October 2026

Introduction

In our school we aim to provide a curriculum that is appropriate to the needs and abilities of all our children. We plan our teaching and learning in such a way that we enable each child to reach for the highest level of personal achievement. This policy helps to ensure that we recognise and support the needs of those children in our school who have been identified as gifted, talented or most able.

In this policy and for identification purposes the term 'gifted' (ordinarily the top 2% nationally) refers to a child who is achieving at least 1 whole stage more than expected for their age in at least 2 academic subjects, for example achieving at the expected level for Year 2 or above whilst they are in Year 1. The term 'talented' refers to those children who are achieving higher than expected for their age in 1 practical / expressive subject such as PE, music etc. The term 'most able' refers to those children who are achieving higher than expected for their age and in relation to other children in 1 academic subject (ordinarily the top 20% of the school).

About 20 per cent of our children are 'more able', with a strength in one area or a range of areas. The top 2 per cent of our children are 'very able', i.e. outstanding in one area or a range of areas.

We respect the right of all children in our school, irrespective of differences in ability, to access a number of areas of learning, and to develop the knowledge, skills, understanding and attitudes that are necessary for their self-fulfilment and eventual development into active and responsible adults.

The aims of our school make specific reference to teaching and learning that takes into account the needs of all children. They also identify the commitment to giving all our children every opportunity to achieve the highest of standards. This policy guides the way in which this happens for our gifted, talented and most able children.

Aims and objectives

Through this policy we aim to:

- ensure that we recognise and support the needs of our children;
- enable children to develop to their full potential;
- offer children opportunities to generate their own learning;
- ensure that we challenge and extend the children through the learning opportunities that we provide;
- encourage children to think and work independently.

Identification of gifted, talented and most able (GTMA) children

We use a range of strategies to identify GTMA children. The identification process is ongoing and begins when the child joins our school. Each child's pre-school record gives details of their achievements and interests in particular areas. Discussions with parents and carers enable us to add further details to these records.

Children undergo assessments in our reception class. This gives information about their developing skills and aptitudes across several areas of learning. We discuss each child's assessment information with the parent and use this information when planning for individual needs.

As the children progress through the school, we assess them regularly to ensure that they are making the sort of progress that we are expecting of them in their personal targets. We identify them as GTMA when they achieve high levels of attainment across the curriculum, or in particular skills or aspects of subjects.

Although no longer statutory, the children undertake national tests in Year 2 and we compare the information from these tests with a range of national and LA data, in order to ensure that each child is making appropriate progress.

Each teacher regularly reviews the children's progress and attainment and this is recorded and tracked termly. Teachers discuss the children's progress with parents at the termly consultation evenings, and report annually on each child's progress in July.

Aptitudes in English and mathematics

GTMA children in English are identified when they:

- demonstrate high levels of fluency and originality in their conversation;
- use research skills effectively to synthesise information;
- enjoy reading and respond to a range of texts at an advanced level;
- use a wide vocabulary and enjoy working with words;
- see issues from a range of perspectives;
- possess a creative and productive mind and use advanced skills when engaged in discussion.

GTMA children in Mathematics are identified when they:

- explore a range of strategies for solving a problem;
- are naturally curious when working with numbers and investigating problems;
- see solutions quickly without needing to try a range of options;
- look beyond the question in order to hypothesise and explain;
- work flexibly and establish their own strategies;
- enjoy manipulating numbers in a variety of ways.

In the field of 'high ability' many suggest that gifted and talented children are likely to:

- show fascination or passion for a particular subject;
- think quickly and accurately;
- reason well;
- understand complex instructions;
- grasp new concepts easily; remember and apply them;
- become absorbed in tasks;
- show invention and imagination, make perceptive, original comments;
- ask searching questions;
- communicate their thoughts and ideas well;
- demonstrate persistence and perfectionism

However, it is important to recognise that not all gifted and talented learners are obvious achievers. Many actually underachieve – their potential is masked by factors such as frustration, low self-esteem, lack of challenge, or low teacher/parent expectations. To enable these children to fulfil their potential, it is vital to give everyone the opportunity to excel.

It should also be remembered that gifted and talented children may not demonstrate their abilities in obvious or acceptable ways. There is a real danger of missing the child who appears not to 'fit' normal expectations. David Bellamy, Roald Dahl, Albert Einstein, Dame Alice Markova, Beethoven, Winston Churchill and Noel Coward were all considered to be underachieving pupils!!

We must guard against stereotypes in our perceptions of gifted and talented children. Ofsted has reported a tendency for schools to identify a disproportionate number of gifted and talented pupils in economically-favoured groups.

When identifying pupils teachers need to be wary of jumping to conclusions and should have regard to the following:

Pupils may appear able if they:

- speak confidently
- possess good vocabulary
- are mature
- read early
- were born in September-December
- possess good general knowledge
- have bright sibling(s)
- have good motor skills

- are neatly dressed and lively
- are socially adept

Pupils may be missed if they:

- have English as a second language
- are quiet
- are immature
- are slow to learn to read/write
- have a summer birthday
- had little pre-schooling
- have slow developing sibling(s)
- have poor physical coordination
- are scruffy and unmotivated
- are isolated/prefer own company are disruptive and difficult

Teaching and learning style

Teachers in our school plan carefully to meet the learning needs of all our children. We give all children the opportunity to show what they know, understand and can do, and we achieve this in a variety of ways when planning for children's learning by providing:

- a common activity that allows the children to respond at their own level;
- an enrichment activity that broadens a child's learning in a particular skill or knowledge area;
- an individual activity within a common theme that reflects a greater depth of understanding and higher level of attainment;
- the opportunity for children to progress through their work at their own rate of learning.

Children meet a variety of organisational strategies as they move through the school. Each strategy supports all children in their learning, but gives due regard to the gifted, talented and most able learner.

We set targets for all children in Reading, Writing and Maths. We teach the children in ability groups but these can be approached flexibly to suit the needs of the class. Teachers regularly review the progress of children, and children move between the groups as appropriate. This enables teachers to plan work that reflects the band of ability in each group.

We offer a range of extra-curricular activities for our children. These activities offer GTMA children the opportunity to further extend their learning in a range of activities. Opportunities include a range of sporting and performing arts / creative clubs.

Learning is also enriched through regular home learning linked to the work being undertaken in classes. This offers teachers a further opportunity to set work at the level of individual children.

The children will also have the opportunity to experience a range of educational visits that further enrich and develop learning.

Management strategies

One teacher leads the provision and practice within the school for GTMA children. The subject leader's role includes:

- ensuring that the gifted, talented and most able register is up to date;
- visiting classes to monitor the opportunities being provided;
- regularly reviewing the teaching arrangements for gifted, talented and most able children;
- monitoring the progress of GTMA children through termly discussions with teachers;
- supporting staff in the identification of gifted, talented and most able children;
- providing advice and support to staff on teaching and learning strategies for GTMA children;
- liaising with parents, governors and LA officers on issues related to GTMA children.

The subject leader for our policy on GTMA children monitors this policy on a regular basis and gives feedback to the governing body as requested. The monitoring can include feedback from parents and children, as well as regular classroom visits and termly evaluations of children's written work.



Annual Enrichment Plan

Academic Year:

Name					
Year	LB	N	R	1	2
G T MA Area					
Brief Context					

Target / Aim	Success Criteria	Resources	By When	Impact Review

Teacher Signed:

Pupil Signed:

Parent Signed: