

## **Gifted and Talented Policy**

### **PURPOSE**

Wingate's mission is to provide a quality British International education in a caring family environment. Wingate's vision is a confident learning community based on the values of respect, responsibility and resolving problems. Wingate's More Gifted and Talented policy aims to ensure that all More Able pupils are challenged and supported to reach their potential. To do this, Wingate has a system to identify, assess and enrich provision for More Able children. We strive to provide a powerful curriculum that extends and enriches the learning experience of pupils and challenging teaching that stretches and inspires More Able and Talented children to make good progress. We aim to develop a culture of high expectations and an ethos that inspires and motivates all students. This policy is based on Ofsted's "Most able students report: 2015" and our local Canarian Ministry of Education (BOE), to maximise the opportunities for all children in our school.

### **Definition**

- **More Able** students are those:
- Learners who have the potential or capacity for high attainment;
- Learners who demonstrate high levels of performance in an academic area;
- Learners who are more able relative to their peers in their own year group, class and school;
- Ability in all areas of the curriculum **or** in a specific subject/curriculum area, including the arts and physical activities.
- **Talented** are those students who are exceptionally able in an area or subject.

### **AIM**

It is the aim of the More Able policy to provide guidance as to how we will meet the particular needs of those students identified as **Gifted or Talented**, whilst providing opportunities to ensure that all more able pupils are challenged and supported to reach their potential.

- To ensure that all More Able pupils throughout the school make good progress.
- To provide a powerful curriculum that extends and enriches the learning experience of More Able pupils.
- To provide challenging teaching that stretches and inspires More Able pupils.
- To accurately assess and track the progress of More Able pupils so that focused interventions can be used where necessary to support progress.
- To provide continuity for the More Able pupils in their progression through Wingate School.

## **IDENTIFICATION**

More Able children are identified and entered onto the school More Able register through:

- Teacher Assessment
- Half-termly/ end of unit formal assessments
- Optional tests/screenings
- Cause for concern meetings
- Teacher/ department nomination

The register is monitored and is updated regularly. Children can be added to and removed from the register at any time in their school career. All teachers have access to the register to aid with lesson planning. Parents of children identified as More Able are advised that they are on our register of More Able children, for our ongoing system of assessment and how we will support the child.

## **TYPES OF PROVISION**

Academically More Able students need to have their ability and their learning styles recognised. They need to work at an appropriate pace on challenging activities involving problem solving, decision-making, and higher-level abstract thinking. They need to be given opportunities to use their imagination, working with students of similar ability. They need to be involved in the learning process and have a mix of collaboration and autonomy. Extension homework is an additional tool. Children identified with “high cognitive capacity” may have different social and emotional needs and may qualify for social and emotional support with the school SENCO until it is agreed that this support is not needed and they can be supported independently through the More Able register.

### **Classroom differentiation:**

- Tasks are designed to take account of levels of existing knowledge, skills and understanding.
- There are planned extension opportunities or open-ended tasks
- Teachers have high expectations
- Mastery activities are included in lessons where necessary

Children are encouraged to fulfil their potential in those areas in which they are exceptionally able without reducing the breadth of their curriculum and personal experience.

### **Personal development:**

We aim to create a climate in which children are taught to relate well to each other and where differences of all kinds, including ability, are accepted.

We recognise that the way children work in teams and support each other when discussing ideas or collecting resources and materials supports their social, personal and emotional development. Class work and work outside the classroom includes a number of opportunities for children to work in small and large groups, which will help develop their personal and social skills.

### **Building aspiration:**

We ensure that our More Able children are prepared to achieve their ambitions in the following ways:

- Providing personalised information, advice and guidance from a range of sources for More Able pupils and their parents (class teacher, SENCO, Head of Primary/Secondary.)
- Secondary children are guided by their Pastoral tutor to ensure work experience is ambitious for More Able children.

## **MONITORING AND TRACKING**

**In Primary** the progress of children on the More Able register is tracked through pupil progress meetings and the school's tracking systems (teacher assessments, reports and progress overall).

Pupil progress meetings happen every term. The class teacher will track the amount of progress and attainment of pupils. The More Able coordinator will then support the class teacher to continue to challenge this cohort. Good practice is shared through staff meetings and professional discussion and

followed up with extension work in the subject that they are achieving above their target in. Mastery activities are used to challenge the More Able.

**In Secondary** the progress of children on the More Able register is tracked through cause for concern meetings and the school's tracking systems (teacher assessments, reports, progress towards target grades and levels). Staff complete cause for concern forms in cause for concern meetings. Cause for concern meetings happen every half term. This is monitored by the Turos and HODS and is followed up at the next staff meeting. The More Able coordinator will then support the teachers to continue to challenge this cohort. Good practice is shared through staff meetings and professional discussion and followed up with extension work in the subject that they are achieving above their target in and differentiation that is already written into the subject plans.

In certain circumstances and after thorough assessment, we identify and recommend that students who are performing well above their class peers are better prepared if they move up an academic year to better suit their learning and social needs.

This recommendation is subject to the legal stipulations of both the British and Spanish governments criteria on educational provision and requirements. The Tutors and Heads of department must refer to both, before a formal recommendation to change class is made to the parents.

## **Assessment**

Assessments for more able pupils will allow them to build the knowledge and skills necessary for high performance. This assessment will be a combination of formative assessment and summative assessment, which will follow the whole school approach to assessment, staff observation, discussion and parental questionnaires to identify and diagnose their strengths and weaknesses. It is important to track pupils' progress closely and to provide appropriately challenging and motivational tasks. The most able pupils will have Educational Health Care Plans, which will be reviewed every term.

## **LINKS TO EXTERNAL AGENCIES**

The school team aims to establish positive links with external specialists in order to work in collaboration to benefit the progress of the child. Following the school's "open door" policy, the More Able coordinator and student care and guidance counsellor facilitate external specialists' intervention and meetings at the school.

When possible the HODS will provide information to parents and recommend external bilingual specialists who can best meet the needs of the pupil.

## **TRAINING**

The Head of Primary and Secondary will organise and, when appropriate, deliver training in a variety of forms: staff meetings, workshops, seminars, peer mentoring, sharing good practice, briefing papers, information sheets, etc.

## **ROLES AND RESPONSIBILITIES**

### **Principal**

Work closely with the Head of Primary and Secondary evaluating the success of the more able provision and ensuring appropriate professional development is available.

### **Head of Primary/Secondary**

Support the implementation of the More Able policy and provision, supervising and taking part in the decision process required to carry out this policy; leading / facilitating staff in their provision for the more able.

### **Role of the tutors**

The tutors will:

- Create a database of More Able pupils and make regular updates
- Monitor and track the progress of academically More Able pupils and the progress of key groups within the More Able cohort
- Work with departments, pastoral and in some cases, student care and guidance counsellor to put in place appropriate interventions for academically More Able pupils and evaluate the impact of these, especially ensuring that any gaps in performance between different key groups of More Able and Talented pupils are narrowing
- Support teachers in revising schemes of work / planning, with particular reference to provision for Academically More Able pupils
- Keep staff informed of research, good practice and resources on effective teaching of academically More Able pupils.
- Work closely with the SENCO as and when needed in the process

- Be aware of and contact key national organisations and with other coordinators through national networks, e.g. National Association for Able Children in Education (NACE), National Association for Gifted Children (NAGC), Children of High Intelligence (CHI) and the National Academy for Gifted and Talented Youth (AGTY) and the Brunel Able Children's Education (BACE) centre

### **Teachers:**

All teachers are teachers of More Able children, and actively seek to adapt the curriculum to meet their needs. All teachers are aware of the procedures for identifying, assessing and making provision for More Able children, and are actively involved in the review process.

### **REVIEW, MONITORING AND EVALUATION**

The effectiveness of the More Able Policy is monitored:

- On an on-going basis by the Head of Primary/ Seniors

Mr M Howells  
Head of Wingate School

Date of review: August 2025