



### 3b. Gifted and More Able Pupil Policy

#### **Definitions**

It is important to define our terms as there are many interpretations of what it means to be gifted and/or more able. At The Lyceum School, we shall define them as follows:

#### **Gifted**

Gifted describes a pupil who consistently excels academically in one or more subjects. This means that they are always working at least an academic year above their peers.

#### **Talented**

Talented describes learners who consistently excel in practical skills or in an area of vocational skill. They perform well above the level of their peers.

#### **Academically Able**

Academically able learners are those who consistently achieve above the average for their age group but do not meet the gifted and talented criteria for individual subjects.

#### **Rationale**

The Lyceum school is committed to promoting achievement and encouraging all children to strive for excellence. Through a broad and exciting curriculum, we aim to develop their talents and abilities and allow all of them to reach their fullest potential. We recognise that for some of our more able and gifted learners, the curriculum will need to be enhanced to ensure that they continue to be stimulated. It is well-known that if children are given learning material that does not challenge them, they can lose their enthusiasm for learning. Teacher's planning must reflect differentiation and suitably challenging work with enrichment and extension activities needs to be provided.

#### **Commitment**

As a school we are committed to:

- Ensuring that provision for the most able pupils is regularly on the agenda of staff meetings
- Putting practices in place for measuring and reviewing the performance of the most able pupils.
- Planning a curriculum that considers the needs of the most able pupils as part of the whole school profile
- Giving the teaching team the support, knowledge and understanding they need to meet the needs of the most able pupils through continuing professional development

#### **Sensitivities**

As a school, we feel it is important that the implementation of this policy does not give rise to a divisive system. Although excellence will be applauded, it is important that pupils do not get the sense that they are in any way superior to their peers, or cause parents to put extra pressure on their children as a result of being identified as gifted or more able. Conversely, Pupils who are not on the 'identified list' should not feel 'left out' or inferior. To this end, the provision will be delivered essentially within class lessons and any extra provision will be delivered in such a way that no one feels excluded.

Where small groups or individuals go for any 'extra challenge work', the remaining children will be given extra support by the class teacher.

### **NACE Challenge Award**

The school will be working towards the National Association for Able Children in Education (NACE) Challenge Award, in order to develop the gifted and talented provision.

We will enable Gifted and Talented pupils to achieve their potential by:

- Giving close attention to the needs of individual pupils through differentiation and careful monitoring of progress
- Recognising the rights of all pupils to develop their individual skills and abilities by celebrating their achievement
- Entering children for external competitions where their talents may be celebrated
- Developing the personal skills and confidence of our gifted and talented children by enabling them to work together in smaller focused challenge groups, eg Chess Groups, Chapter Reading Groups etc.
- Enabling them to share their knowledge with children who are both older and younger than themselves. An example may be of reading to a class of children who are younger than them or joining a class of older pupils for a 'one off' lessons
- Displaying outstanding work throughout the school
- Including any extra ordinary achievements, both within school and from external activities, in the weekly newsletters and weekly celebration assemblies
- Enabling them to play at regular Music Assemblies
- Providing opportunities for pupils to join the school choirs, including Chamber Choir, Orchestra and Big Band.
- Performing in Open Mornings and concerts
- Greater depth challenge in core subjects evidenced in workbooks. Pupils expected to explain concepts using more advanced vocabulary in core curricular subjects through verbal feedback and questions
- Providing a rich curriculum where children are taught by specialists in their subjects for Music, Art, Spanish, Sport and Latin.
- Providing a wide range of clubs where children can discover their talents
- Invite inspirational speakers to share their experiences with the pupils via Zoom or invite them into school. These have included authors, athletes, poets, scientists, doctors, artists, astronauts, designers and recently a pilot.
- Holding Sports Day at Mile End Stadium where children are able to show off their athletic skills
- Arranging matches and tournaments against other schools
- Entering pupils for ISA Art and Sporting competitions
- Entering internal pupils for our 7 Plus exam and Music scholarship

### **Pupils will be identified through:**

- Assessments

- Book and work scrutiny
- Lesson observations
- Discussions with parents

**Progress will be monitored through:**

- Termly Pupil Progress Meetings
- Staff Meetings
- Academic Progress Tracking
- Book Looks and Lesson Observations

**Negative Impact of Pressure**

It is important to allow a child to develop skills at their own pace. Putting undue pressure on them to do hours of extra practice or homework can have a detrimental effect on their learning experience; indeed, it can put them off learning for ever. If a child does have a particular talent or skill, then it is important to nurture it carefully. The school is able to provide advice and resources to parents who need it.

**Communication with parents:**

If a child is performing at a level that is well above his or her peers, the class teacher will discuss this with the parent(s) at the termly Parent Teacher consultation, and it will be noted in the end of year Report. The class teacher will give strategies and explain how to support and challenge children at home.