

# Bracknell Forest LEA

## Policy for the education of gifted, more able and talented pupils

**Our aim is for all schools “to create an atmosphere in which to excel is not only acceptable but desirable.”**

DfEE White Paper Excellence in Schools (1997)

**We believe that providing for the more able will benefit all of us, now and in the future, through the contribution of their varied qualities to the whole community.**

Bracknell Forest LEA (2002)

**July 2002**

# **Policy for the education of gifted, more able and talented pupils**

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## **1 STATEMENT OF POLICY**

- 1.1 The Bracknell Forest policy for gifted, more able and talented pupils forms part of its commitment to high quality educational provision for all learners.**
- 1.2 Gifted, more able and talented pupils are here defined as ‘pupils who have ability or abilities beyond the large majority of their peer group and who consequently require a more challenging curriculum than that appropriate for the large majority’. DfES guidance contained within the Excellence in Cities programme, states that all schools are expected to identify 5 – 10% of pupils as gifted, more able or talented. In some schools the percentage of pupils identified may be higher.**
- 1.3 The Borough Council is committed to raising standards in all aspects of children’s development within an ethos of excellence for all. All pupils should be entitled to access to opportunities, which enable them to maximise their potential, achieve success in their work and relationships and encourage them to value their own and others’ achievements.**
- 1.4 All schools have gifted, more able and talented pupils. Schools are encouraged to recognise the extent of the pool of young people with ability and talent and also that ability and talent may change over time. Appropriate challenge, support and motivation can do much to maximise the potential of a wider range of young people and tackle the underachievement of some more able pupils.**
- 1.5 The Borough Council is also committed to creating opportunities to enable those to flourish, whose potential to excel has not yet been recognised.**

## **2 PURPOSE OF THE DOCUMENT**

- 2.1 The purpose of this document is to outline the LEA policy for the education of gifted, more able and talented pupils<sup>1</sup>. Guidance on issues such as the identification and assessment of pupils, teaching and learning strategies and provision beyond school will be published separately.
- 2.2 This policy should be read in conjunction with the Bracknell Forest Education Development Plan 2002 – 2007, the Bracknell Forest Curriculum Statement and other relevant LEA policies.

<sup>1</sup> For simplicity the term 'more able' has been used to refer to 'gifted, more able and talented pupils' throughout the rest of this document.

## **3 AIMS**

- 3.1 As identified in the Bracknell Forest Education Development Plan, 2002 – 2007, the LEA aims to support schools in their work with more able pupils, so that schools and teachers are better able to:
- create a climate for learning, and an ethos throughout the school, which encourages pupils to excel and celebrate diversity;
  - use a range of suitable identification and assessment procedures to ensure that the needs of more able pupils are recognised and understood;
  - develop strategies to meet the pupils' needs, through the provision of a differentiated, extended and enriched curriculum, and through organisational arrangements which support the pupils' learning and development;
  - recognise and address under-achievement and thereby raise the levels of achievement and potential of all pupils;
  - make creative use of the wider community in enhancing pupils' learning opportunities;
  - work in partnership with parents and carers to help promote pupils' learning and development.

## **4 PRINCIPLES**

- 4.1 The LEA and its schools believe that:
- all schools can make a significant difference in enabling more able pupils to achieve their best;
  - ability and talent is manifest in a variety of ways through intellectual, academic, physical, practical, creative and social fields of human activity;
  - the most effective way of making provision for more able pupils in school is through a broad and balanced curriculum, which:
    - offers a stimulating, challenging and differentiated experience of learning;
    - succeeds in developing an interest in learning and valuing achievement for all;
    - takes account of pupils' individual learning needs, as well as their personal and social development;
  - • pupils should be educated with their age group. However, in exceptional

- circumstances, when a child is performing at a significantly higher level,
- then acceleration to an older year group, or transferring early to the next phase of schooling can be considered;
- there is no one best way to provide for more able pupils. Schools are, therefore, encouraged to interpret this policy flexibly in order to accommodate individual needs and circumstances.

4.2 In accordance with the SEN Revised Code of Practice 2002, the LEA does not consider that high ability, in itself, constitutes a special educational need. However:

- gifted, more able and talented pupils may have special needs;
- special needs pupils may be gifted, more able and/or talented;
- emotional and behavioural difficulties may mask ability and/or talent;
- in rare circumstances, emotional and behavioural difficulties may be a manifestation of exceptional gifts.

4.3 Schools are, therefore, encouraged:

- to keep an open mind as to who are the more able;
- to ensure that the identification of, and provision for, these pupils is inclusive rather than exclusive;
- to recognise that ability is not fixed, but can change over time in response to a variety of factors not least the quality of the learning experience and environment;
- to recognise and expand the pool of talent;
- where possible, to involve pupils actively in reviewing and developing provision.

## 5 RESPONSIBILITIES

### Role of schools

5.1 In order to achieve these aims, the LEA will encourage schools to:

- develop a whole school policy on provision for gifted, more able and talented pupils;
- establish manageable systems and strategies to enable teachers to recognise pupils who perform, or who have the potential to perform, at a level well above that of their peers;
- develop teaching and learning strategies so as to provide more able pupils with an appropriate level of challenge;
- develop the range of learning resources and opportunities, through extension and enrichment activities, in classrooms, throughout the school and beyond;
- respond flexibly to individual needs by providing opportunities for pupils to work in various contexts, including working from time to time with pupils of similar ability;
- raise awareness amongst staff of the implications for certain children of being gifted, more able and/or talented, and ensure that systems are in place to provide them with personal and educational support and guidance;
- develop teachers' confidence and skills in making provision for more able pupils, by providing them with suitable professional development opportunities;
- give pupils the opportunity to express their views on the provision for gifted, more able and talented pupils.
- explore opportunities beyond the school, through links with other schools and colleges, with community groups, local people, business and industry, so as to broaden and enhance pupils' learning experiences;
- work in partnership with parents and carers to ensure that their views and concerns

- are taken into account in planning and making arrangements for their child;
- nominate a teacher responsible for able pupils to help develop and coordinate the school's provision and to monitor pupils' progress;
- nominate a governor with responsibility for more able pupils;
- identify other staff roles and responsibilities, including that of monitoring and evaluating the quality and effectiveness of the provision.

## **Role of the LEA**

5.2 The LEA will work with its partners in education to:

- identify a senior member of the Curriculum, Quality and Achievement (CQA) Branch of the Education Department to lead a cross-branch group of officers and headteachers in promoting, monitoring and evaluating this work in the LEA;
- provide advice, guidance and support that will enable schools to deliver a broad, balanced and richly extended curriculum which is differentiated to meet the needs of all pupils:
  - ⇒ by arranging for schools and teachers to share expertise and experience, through local learning networks, cluster groups, subject leaders' meetings and other professional development activities;
  - ⇒ through the dissemination of materials and resources, and information about national and local initiatives;
- provide advice, guidance and support to governing bodies in relation to their role and responsibilities for more able pupils;
- provide or, where appropriate, suggest sources of advice and support to parents and carers;
- encourage, support and facilitate local initiatives, including:
  - ⇒ summer school programmes for more able pupils;
  - ⇒ links with universities and institutions of higher education;
  - ⇒ master classes;
  - ⇒ links with the community, business and industry;
- monitor and evaluate the provision made for more able pupils in schools through analyses of:
  - ⇒ school self-evaluation and best value review data;
  - ⇒ OFSTED reports;
  - ⇒ visits to schools by members of the Education Department, including lesson observations where appropriate;
  - ⇒ attainment and value added data;
  - ⇒ annual LEA reports to Governing Bodies;
  - ⇒ in-service course evaluations;
  - ⇒ evaluation reports of specific curricular support events such as summer schools and master classes;
  - ⇒ participation in local learning networks and professional development events.

## **6 MONITORING AND EVALUATION OF THE LEA POLICY**

6.1 The LEA's policy and support for schools will be monitored and evaluated through:

- analysing pupil and school performance through the monitoring and evaluation procedures identified in 5.2 above;
- targeted reviews of provision for more able pupils;
- reviewing the range and quality of in-service training opportunities offered to schools;
- the application of the principles of best value and through specific best value reviews.

6.2 The Assistant Director Curriculum, Quality and Achievement and/or Senior Adviser with responsibility for more able pupils will provide periodic reports to the following as appropriate:

- the LEA Gifted, More Able and Talented Pupils Working Group;
- the School Improvement Group;
- the Director of Education;
- elected members through the Quarterly Operations Report and Committee Papers as required.

<b>Links to other policies</b>	Curriculum		
<b>Staff responsible</b>	CTLs	<b>Monitoring &amp; Evaluation by</b>	LA, Govs, CTLs
<b>School Group Responsible</b>	CTLs	<b>Governors Committee Responsible</b>	C&SI
<b>Date approved by S&amp;SW</b>	18.09.07	<b>Review Date</b>	As reviewed by BF
<b>Date approved by FGB</b>	29.10.07		