

Children, Young People, Education and Skills (CYPES)

Title: Policy for the Education of Children who would benefit from Curriculum Extension Activities (gifted, more able and talented pupils)

Date: April 2016 (Updated August 2021)

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)

1. Statement of Policy

1.1 CYPES 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 or subject interest beyond the large majority of their peer group and who consequently require a more challenging curriculum than that appropriate for the large majority’.

1.3 CYPES are 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 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 who would benefit from curriculum extension opportunities. 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 CYPES are also committed to creating opportunities to enable those whose potential to excel has not yet been recognised, to flourish.

2. Purpose of the Document

The purpose of this document is to outline the CYPES policy for the education of gifted, more able and talented pupils. Guidance on issues such as the identification and assessment of pupils, teaching and learning strategies and provision beyond school will be published separately.

3. Aims

CYPES aim to support schools to continue to raise standards and improve key outcomes for children and young people by:

- creating a climate for learning and an ethos throughout the school which encourages pupils to excel and celebrate diversity
- using a range of suitable identification and assessment procedures to ensure that the needs of more able pupils are recognised and understood
- developing 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
- recognising and addressing under-achievement and thereby raising the levels of achievement and potential of all pupils
- making creative use of the wider community in enhancing pupils' learning opportunities
- working in partnership with parents and carers to help promote pupils' learning and development

4. Principles

CYPES 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
- 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

CYPES 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

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

In order to achieve these aims, CYPES 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, with community groups, local people, business and industry, 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 (if relevant) 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

6. Monitoring and Evaluation of the CYPES policy

The CYPES policy and support for schools will be monitored and evaluated through the Professional Partner process.

CHANGE HISTORY

| Version | Date Issued | Issued by | Reason for Change |
|---------|-------------|--------------------------------------|---|
| 0.1 | June 2011 | Educational Psychologist | |
| 0.2 | May 2014 | Head of Inclusion | Removal of outdated aims (Para 3) Removal of Role of the Education Department (Para 5) Update Monitoring and Evaluation process (para 6) Change of Ownership to Principal Educational Psychologist |
| 0.3 | April 2016 | Director, Inclusion & Family Support | Updated to reflect new Department name and job titles/contacts. |
| 0.4 | August 2021 | Head of Inclusion | Updated to reflect new Department name |

APPROVAL

| Presented To | Approved by: | Date |
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| SLT | Approved | 22.11.2021 |
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