

Able, Gifted and Talented Policy September 2016



This policy is intended to be read by teachers, teaching assistants, parents, governors, inspectors, support staff and staff from other schools with which we may have links.

Date Approved: 16/11/16

Date of Review: Triennially Summer Term 2019

Rationale and Philosophy

At Tiptree St. Luke's Primary School we recognise that every child is an individual, each one has their own strengths, weaknesses, gifts and talents. Within this range of individuality there are pupils who are more able intellectually than others, and pupils who are particularly talented in specific areas..

We believe that every child has the right to be included in a broad, balanced and relevant curriculum; and that each pupil is entitled to have the opportunity to be involved in appropriate education which challenges, motivates and rewards them, so that they can each fulfil their individual potential.

Definition of an Able, Gifted and Talented Pupil.

Children are defined as gifted and talented in areas of:

- General intellectual ability;
- Specific aptitude in one or more subjects;
- Creative or Performing Arts;
- Psycho-motor ability;
- Leadership Qualities;
- Advanced Social Skills;

'Talented' children are particularly able and show aptitude in creative or performance subjects; drama, sport, art, music, etc.

'Gifted' pupils excel in academic subjects such as Literacy, Mathematics and Science and will be performing, or have the potential to be performing well above their chronological age.

'More able' pupils are those who are performing above their chronological age.

Identification

We identify these pupils so that we can provide effectively for them, and so that teachers can plan appropriate work and stimuli for them.

There is no one single measurement with which to identify able, gifted and talented pupils due to their individuality. At Tiptree St. Luke's Primary School, children are continually assessed by means of ongoing teacher assessments and standardised tests throughout the school. In addition, the following methods will be used:

- Teacher observations and Assessment; including AFL.
- Checklists of Characteristics;
- Testing, e.g. Rising Stars Tests etc.;
- Pupil's Profiles using examples of outstanding work and insights from pupils;
- Background knowledge from parents or past teachers;
- The expertise of the Able, Gifted and Talented Coordinator in supporting the judgement of the teacher;
- Out of school activities.

The school will seek to use a range of recognition measures when making a judgement as to whether a pupil may be gifted or talented.

Aims

Having identified our able, gifted and talented pupils we aim to provide:

- To support the abilities, personal qualities and talents of all children.
- To ensure that all children receive an education appropriate to their abilities.
- To provide teaching which makes learning challenging and enjoyable - using higher order thinking and questioning skills.
- To employ a wide variety of methods of recognition of potential.
- To recognise under-achievement and to seek to address it.
- To stimulate children through extra-curricular activities and curriculum enrichment opportunities.
- To have the expectation that the curriculum for all will be extended by realising the needs of the most able.
- To provide quality training to staff and opportunities for the sharing of best practice.
- To audit provision for high ability pupils and identify where improvements can be made
- To compile a Gifted & Talented Register
- To work in partnership with parents/carers and any appropriate partners in determining provision for high ability pupils

Co-ordinating and Monitoring

Once identified, the pupils are entered in our register of able, gifted and talented pupils, which notes their particular abilities. This information is regularly reviewed, and new activities with a suitable level of challenge are provided. This can be within lessons or extra-curricular.

The following people can support this through regular reviews:

1. Headteacher
2. Able, Gifted and Talented Co-ordinator
3. Key Stage/Phase Leaders
4. Subject Leaders
5. Governor with responsibility for Gifted & Talented Children

Leadership

The member of Staff responsible for co-ordinating the work of the able, gifted and talented pupils is the G&T Co-ordinator/Deputy Headteacher. Their role is to:

Gifted and Talented Policy Sept. 2016

- Set up and maintain the register;
- Monitor progress of those on the register;
- Liaise with class teachers to support provision for able, gifted and talented pupils;
- Research resources suitable for these pupils, and generally support staff in providing for able, gifted and talented pupils;
- Develop a resource base as funds allow;
- Keep themselves up to date with development in this field.

Provision

The school will seek to provide an enriched curriculum for all children. Through this it will be possible to identify the most able as well as provide for them. Provision depends on the individual learning needs of the pupil. The following strategies will be applied as appropriate:

- Enabling a pupil to study a subject, or subjects wider and deeper;
- Acceleration, enabling a pupil to move through the curriculum at a faster rate;
- Setting by ability in Numeracy, so that able, gifted and talented pupils can, from time to time, work with others of a similar ability; this will include working with older pupils where suitable;
- Year 6 Numeracy/Literacy extension (booster) group;
- Setting for ability in Letters and Sounds (KS1);
- Working with pupils of the same chronological age when not set, so that they are part of a normal peer group;
- Withdrawal for individual or group support when necessary;
- Special provision for exceptionally able pupils for specific teaching and mentoring;
- Enabling a child to pursue their chosen talent by authorising absences when they are engaged in activities at which they excel;
- Giving school support to a talent by helping with raising funds.

In-Class Strategies

Enrichment/extension work is provided by all teachers in all classes as part of normal differentiated provision. Working with others of like ability at certain times is important. This can be made possible by group work, or by the use of setting. Differentiation should provide activities requiring higher order thinking skills. Gifted children need to be challenged. The role of the teacher is vital in challenging the thinking of the gifted child.

Out-of-class Activities

Tiptree St. Luke's Primary School offers a variety of clubs providing opportunities and experiences not necessarily available in the classroom. These are highly valued for the gifted and talented child and at present these include:-

- Football
- Netball
- Dance
- Gymnastics
- Abacus

- Golf
- Piano
- Guitar

The school also provides termly enrichment days, and is involved in local networks for able, gifted and talented pupils. At present these include:-

- Art/performing art trips
- Sporting tournaments
- Speaking and Listening competitions
- Art activities for local business, galleries and competitions
- Activity days and Master classes. These may be organised by the school, often in partnership with the Tiptree-Stanway Consortium
- The use of specialists e.g. teachers from secondary schools (Thurstable Primary Liaison), visiting artists and authors.

Partnership with parents

Parents are informed that their child is at the present moment showing a flair for a particular subject, liaison between parents, pupils and teachers in setting targets is encouraged.

Support

The school is able to use a range of online resources and publications in order to keep up-to-date with the current thinking on able, gifted and talented pupils. The National Association for Gifted Children (NAGC) is a particularly useful organisation. Appendix A includes a list of key principles for the school to think about when planning for the effective provision of able, gifted and talented children.

Policy Review

The Able, Gifted and Talented Co-ordinator will review the policy annually and ensure that staff are consulted before recommending it to the governing body for adoption.

This policy will be reviewed in September 2017

Appendix A

THE NATIONAL ASSOCIATION FOR GIFTED CHILDREN

(NAGC) has developed ten principles of good practice for schools. They are:

1. Flexibility in meeting needs
2. Valuing diversity, dealing with underachievement
3. A partnership with pupils and parents
4. The leadership of the Headteacher and Senior Team
5. Regular observation and review with early and prompt intervention
6. High teacher expectations
7. Positive attitudes by teachers who are prepared to "Go the extra mile"
8. Close primary/secondary liaison

9. Good use of external resources

10. The absence of 'labels', working to the child's strengths.