

More Able, Gifted and Talented Policy



This school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment

Staff responsible:

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Committee responsible:

FGB

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Introduction

All children have abilities, personal qualities and talents which parents and teachers need to identify, nurture and develop. However, some children may possess a learning ability which is significantly greater than that of most of their peers or be talented in specific areas. It is the particular needs of such children at St Peters that this policy seeks to address. We believe in providing an education that is tailored to individual needs and abilities including those identified as able, gifted or talented. To ensure these children reach their full potential, we implement strategies to cater for their educational and social needs. Furthermore, improving provision for more able, gifted, or talented learners is often seen to raise the attainment of all learners in a school.

Our definition of ability recognises academic and practical skills as well as those who show outstanding artistic, musical and creative talent, physical skills, leadership qualities and the ability to process ideas and information. We believe that we can make a difference in enabling these pupils to achieve the greatest possible progress and recognise the value and importance of identifying, developing and celebrating their achievements and successes.

Definitions

Children are defined as able, gifted and talented in areas of:

- general intellectual ability
- specific aptitude in one or more subjects or leadership
- creative and performing arts

They are reported as 'Greater Depth' in the subjects they excel at. In cases where children are gifted across the board, they are defined as Exceptionally Able students. It is important to recognise that some able pupils will be underachieving or may be identified as having a special educational need or disability. These pupils will have the potential to develop those abilities (either academic or in the arts/sports mentioned above.)

What does able, gifted and talented mean?

Gifted refers to learners who perform, or who are potentially able to perform, extremely highly in one or more subjects in the statutory curriculum (other than art and design, music and PE)

Talented refers to learners who excel, or who are potentially able to excel, in one or more specific fields such as art, music, PE or performing arts.

'Able' pupils are those who demonstrate, in one or more areas, abilities which place them into the highest achieving 20% of our school population.

Exceptionally Able refers to a small minority (up to 5%) of pupils. They are gifted across the board and demonstrate a large number of qualities associated with AG&T children.

Aims

We aim to provide 'a quality education with a broad and balanced curriculum in order that **all** pupils may reach their full potential'. In order that we might achieve this with particular regard to more able, gifted and talented pupils we aim to :

- identify pupils promptly using definitions given above
- provide within the framework of the National Curriculum/EYFS curriculum work at an appropriate level which is embedded but challenging, stimulating and has a wide variety of opportunities and experiences

- devise and implement individual programmes and schemes of work to nurture and develop specific talents and abilities
- provide for the needs of the whole child - social, emotional, intellectual and educational
- track progress carefully

Identification

There is no single method by which we identify more able, gifted and talented pupils rather we use a variety and combination of methods which is ongoing and begins when the child joins our school. These include:

- staff nomination
- checklists (characteristics of intelligence, possible indicators for teachers)
- screening results
- assessment including reading and comprehension tests.
- information from parents
- information from pre-schools/nurseries
- Information from baseline assessments carried out by class teachers within the first half-term of the reception year
- information and advice from outside agencies

School Response

Opportunities for pupils to reveal, display and extend their ability are primarily provided through a curriculum and opportunities for extension and enrichment are built into all of our schemes of work, teaching strategies and daily routines.

Planning, teaching and assessment will allow for personalised learning to suit all individuals. To ensure that we meet the needs of more able, gifted and talented pupils our schemes of work include:

- Work which is sufficiently challenging to draw out and highlight hitherto undetected talents.
- Enrichment and supplementary material to extend and challenge. Providing breadth not just more of the same activities.
- Encourage all children to develop higher order thinking skills and at the same time allow flexibility to proceed through work at an accelerated pace once learning is embedded.
- Tasks which require responses at different levels.
- Different tasks which require more advanced skills.

It may also be appropriate to:

- withdraw pupils to work in small groups or with older children for short periods
- provide opportunities for additional teacher/teaching assistant support
- draw up individual programmes and schemes of work related to particular talents.

Personal and Social Education

We are aware of the danger of focusing on a child's exceptional skill or talent in isolation from his/her overall development, especially his/her social and emotional needs. We will endeavour to provide an environment where the more able, gifted or talented pupil can learn:

- organisational skills
- co-operative rather than competitive behaviour with others

- to appreciate the qualities of children with less ability than their own and to learn how to work with them
- to discover the range of their own potential and to accept that they may have limitations in some fields.
- to build relationships with their chronological peers - although they may have exceptional learning ability they may well be at the same level as their peers in physical, emotional or social terms
- to cope with failure or situations which demand perseverance and where success does not come easily.
- to develop a growth mindset, where they understand how they can improve further

Disadvantaged most able pupils

As with all pupils, the school is committed to ensuring that most able children are fully challenged and achieve their potential through quality first teaching. Due to the allocation of additional funding and the accountability this brings, the school will ensure that disadvantaged most able pupils are provided with opportunities to not only access and embrace the curriculum but to experience learning and life skills that will develop their whole being as a child.

Experiences can include additional sports, music, Arts or simply new experiences that may not be available to help them because of financial constraints or difficulty. Our aim is to help our children grow existing talents and help them identify new ones. These opportunities can be provided in and/or outside of school hours.

Monitoring and Reviewing procedures

We will keep a register of all pupils who the school has identified as being more able, gifted or talented in any area.

The progress of pupils included on the register will be reviewed half termly as for other pupils. The review will focus on:

- data tracking – attainment and achievement made by the child
- records of work covered
- identifying areas of potential further development
- providing an opportunity for pupils and parents to be involved in planning the direction of future work
- the child's emotional, social and physical development.

We need to remember that some More Able pupils' may:

- Be high achievers in one area but unexceptional (or below average) in others
- Exhibit poor social skills
- Show poor motivation
- Disguise their ability
- Have poor coordination or motor skills (e.g. handwriting)
- Have English as an additional language
- Have been identified as SEND

The SENCo and Headteacher will together oversee the provision for and monitoring of more able, gifted and talented pupils. They will liaise with the Class Teachers and external support agencies. The SENCo is responsible for keeping a register of these pupils which will be updated termly. The SENCo will keep a record of steps taken to meet individual needs.

The teacher is the main provider of opportunities for these pupils. They are responsible for working with the child day to day and for delivering individual programmes of work. Teachers discuss the children's progress with parents at the termly consultation evenings and report

annually on each child's progress. All teachers will use their subject data analysis to form action points for the next academic year.

Class teachers keep records of the attainment and progress of the most able pupils in those areas in which they excel. This is used to inform future provision necessary to meet their needs.

Class teachers review progress and set targets with pupils each term, or more often if required.

Partnership with Parents

Liaison between parents and teachers is an important part of meeting the needs of more able, gifted and talented pupils and is actively encouraged in the school. Parents are involved in the review of their child's progress and their thoughts and involvement are welcomed as a valuable contribution to meeting the child's needs.

Outside Agencies and Specialists

Positive working relationships will be developed between external support services and outside specialists as appropriate, who may be able to advise or make a contribution to the intellectual, educational, emotional, physical or social development of more able, gifted and talented pupils.

Governors

The governor with responsibility for Curriculum monitors the school provision for most able pupils. The governor will work with the school's Most Able Lead in support of the school's efforts to help these pupils to reach their full potential.