



Seend Church of England Primary School Able, Gifted and Talented Policy

Seend Church of England Voluntary Aided Primary School will provide a happy, caring, family environment **where children feel inspired**. We know that every child matters – whatever their skills and abilities, whatever their background and whatever their aspirations. Belonging to a safe and nurturing community, founded on strong Christian values, children will develop an array of skills that will equip them to meet the challenges of our ever changing world and to make their own positive contribution to our global society.

Rationale

At Seend Church of England Primary School we believe that all children within our school community have equal rights to the opportunities offered by education.

This includes the right

- to access high-quality educational experiences,
- to participate in a broad and balanced curriculum which challenges, motivates and rewards them.
- to be part of the social life of school.

In our school we aim that children should fulfil their potential in their academic, physical and creative achievements.

Statement of Intention

In order to support our able, gifted and talented pupils we will;

- seek the participation of all students in learning which leads to the highest possible level of achievement and personal fulfilment
- develop inclusive practice which will benefit all pupils and the staff working within schools
- have high expectations that are supportive of academic success.
- ensure effective inclusive practice which will lead to school improvement.

Definitions

The terminology our school will use to define our higher achieving pupils will be

- able
- more able (gifted)
- talented

We have identified our able, gifted and talented pupils in each year group. These are pupils who achieve, or who have the ability to achieve, at a level significantly in advance of their age related expectations.

We have identified pupils with academic ability (defined as ability in one or more subjects in the statutory curriculum other than art, music and PE), and pupils with talent (defined as those with ability in art, music, PE, or in any sport or creative art) and 'allrounders'.

We will strive to identify those gifted and talented pupils who have the potential to achieve, but do not regularly demonstrate high achievement and we will seek to identify barriers to that achievement and help the pupil overcome them.

Identification

Our identification strategy will make use of hard data and also draw on a wider range of qualitative evidence including:

- Teacher observation and assessment
- Check lists of characteristics (See Appendix)
- Testing such as SATs etc.
- Pupil tracking of progress
- Background knowledge from parents
- Other tests
- Curriculum opportunities

The names of pupils identified as able, gifted and talented in our school will be recorded on a high ability register so that their progress can be specifically tracked.

Pupils may be identified at any time. We expect class teachers and the gifted and talented co-ordinator to be fully involved in discussing individual pupils.

Once identified pupils will remain on the register unless they cease to meet the criteria for nomination.

Organisation

We have appointed a member of staff responsible for co-ordinating the work of able, gifted and talented pupils.

Their role is to:

- Exemplify good practice in meeting the learning needs of able, gifted and talented pupils
- Set up and maintain a register in the school of those pupils identified as being able, gifted or talented
- Liaise with class/subject teachers to support provision for those pupils
- Research suitable resources and generally support staff in providing for those pupils
- Develop a resources base as funds allow
- Keep themselves up to date with developments in this field through School membership of NACE
- Reading relevant periodicals, articles
- Attendance at relevant training
- Deliver or manage CPD for all school staff in this area of practice
- Deploy teaching assistants, outside experts, specialists, mentors and other members of the community as appropriate
- Ensure all teachers keep appropriate records re: able, gifted and talented pupils and that these are transferred to the next year group or school as appropriate
- Report to governors on progress

Provision

This will depend on the individual learning needs of the pupil and be in accordance with our Learning and Teaching policy.

We will consider a range of strategies:

Organisational

Our school values: Respect, Forgiveness, Tolerance, Honesty and Friendship; at the heart of what we do.

- differentiated planning to include a minimum of support, core and extension
- working with older pupils
- withdrawal groups
- mentoring
- opportunities for children to work in a variety of grouping situations e.g. whole class, group work, paired work, independent study
- homework
- enrichment days
- master classes within school and within networks
- facilitate opportunities to participate in activities outside school
- opportunities to celebrate achievements from both school and outside school activities e.g. celebration assemblies
- acceleration

Teaching

- effective use of ICT
- provide for a range of different learning styles
- provide opportunities to develop thinking skills, problem solving, higher order skills and communication skills

Partnership with Parents

The involvement of parents and students in a partnership to support learning is crucial in determining educational outcomes. Where parents and pupils are actively involved with schools in the development and planning of the pupil's education, inclusion is more likely to prove successful.

To this end we will:

- discuss their child's inclusion on the school's able, gifted and talented register with parents
- liaise with parents at parent consultations (as a minimum)
- report on progress annually (annual report)
- communicate external opportunities for extension activities relevant to able, gifted and talented pupils both locally and nationally
- discuss pupil participation in relevant activities outside of school which may involve absence from school
- communicate school's provision in our prospectus and annual report to parents

Named Coordinator and Named Governor

Our co-ordinator is Mrs Jackie Chalk

Our named governor is Mr Christian Checkley

Monitoring and Evaluation

Provision for able, gifted and talented pupils will be a regular part of the school's monitoring of learning and teaching.

The able, gifted and talented co-ordinator will review the progress of pupils identified on the high ability register termly.

The able, gifted and talented co-ordinator will provide the governors with a report on progress of gifted and talented provision annually to contribute to the school's annual review and School Development Plan.

Process for Development and Review

This policy will be reviewed in accordance with our programme of policy review and as part of our annual review for the School Development Plan.

Last reviewed: September 2016

Next review due: September 2018