

ST. MARY'S CATHOLIC PRIMARY SCHOOL,
STUDLEY



**Able, Gifted and Talented
Children Policy**

Headteacher

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Able, Gifted and Talented Children Policy

1 General Rationale

The aim of the school is to enable all children to fulfil their potential and to develop their individual gifts and talents through raised aspirations, higher levels of achievement and independence.

2 Aims

The school aims to provide the following for able pupils:-

- an entitlement to appropriate education – a broad, balanced, differentiated and challenging curriculum.
- work at higher cognitive levels for gifted children.
- opportunities to develop specific skills or talents for talented pupils.
- a concern for the whole child, social and intellectual.

The policy is also intended to support the following aims:-

- the raising of aspirations for all pupils.
- high expectation of achievement for all pupils.
- greater enterprise, self-reliance and independence for all pupils.

3 Definitions

The DfEE defines gifted pupils as those with general all-round ability and those who have ability in one or more specific areas as talented. Both of these groups can be included in the term 'more able'. Whatever the term used it includes those 'who have ability or abilities beyond the large majority of their peer group and consequently need and require a more challenging curriculum than that appropriate for the large majority' (Kent LEA, Sue Mordecai).

4 General Overall Approach

The school encourages the use of:-

- a variety of learning groups including groups which satisfy the learning needs and styles of all pupils and occasional opportunities for advanced enrichment work.
- the delivery of an enriched curriculum to all pupils together with extension activities.

5 Identification and Monitoring Schemes

- there is no single method for identifying high ability with total accuracy.
- a variety of strategies should be used including information from sources other than tests and examination and the identification process needs to be ongoing and not a 'once-and-for-all' exercise.

Strategies for identification and monitoring

- use of pre-school records
- Foundation profiles
- teacher observation/checklists/instinct/intuition/inspection of classwork
- staff discussion
- parental discussion/checklists

- self and peer identification
- examples of work
- attainment at higher levels in a single area (talented) or in many areas (gifted)
- standardised and unstandardised test results including National Curriculum tests, tests of attainment and aptitude and tests of creativity
- Provision of 'taster' sessions in a wide area of skills on the premise that children cannot be identified as being able in an area if they have never experienced it.
- Provision of extra-curricular activities.

6 Aptitudes in English and Mathematics

6.1 Gifted children in English are identified when they:

- demonstrate relatively high levels of fluency and originality in their conversation;
- use research skills more effectively to synthesise information;
- enjoy reading, and respond to a range of texts at a more advanced level;
- use a wider vocabulary, and enjoy working with words;
- see issues from a broader range of perspectives;
- use more advanced skills when engaged in discussion.

6.2 Gifted children in mathematics are identified when they:

- explore a broader range of strategies for solving a problem;
- are more curious when working with numbers and investigating problems;
- see solutions more quickly, without needing to try all the options;
- look beyond the question in order to hypothesise and explain;
- work more flexibly, and establish their own strategies;
- enjoy manipulating numbers.

7 Organisational Responses

The school will endeavour to provide a curriculum of opportunity, e.g.:-

- themed weeks or days
- extension opportunities for musicians including visits to the school by professional musicians.
- use of inter-curricular links including visits, research and use of the internet.
- occasional opportunities for advanced enrichment work in withdrawal groups.
- Taster sessions.
- External coaches used in a range of sport/P.E. lessons

8 In Class Approach

A wide variety of teaching strategies will be used:-

- there will be enrichment and extension opportunities when possible
- teachers questioning will include targeting of all pupils and open-ended stretching problems when suitable opportunities arrive
- learning will be paced for able pupils
- unnecessary repetitive practice will be avoided
- quality, depth and complexity of tasks will be considered
- adequate resources will be made available where possible
- pupil-led research topics may be used if the opportunity arises
- cross-curricular links will be used when possible
- differentiated homework challenges will be set if possible

9 Out of Class Activities

The school endeavours to provide:-

- access to opportunities provided by the LEA when they arise.
- a range of school and extra-curricular opportunities which build on and develop opportunities that exist as part of the school curriculum. Examples of these include the following:-
 - a) class or year group trips and residential visits
 - b) participation in school council/learning council.
 - c) a range of musical opportunities including a school orchestra, a choir which has links to the local adult choral society, chamber music opportunities, solo opportunities including concert performances and examinations
 - d) a range of sporting activities including netball, football and athletic clubs, access to professional coaching in tennis, cricket, football, rugby, netball and dance. Opportunities to represent the school in netball, football and athletics as well as swimming opportunities. Taster sessions e.g. golf, rowing.
 - e) Other school clubs e.g. Drama, Art, Spanish, Chess, Imagineering, table tennis, multiskills, Dance, Gymnastics.

10 Personal and Social Concerns

Social, emotional and personal considerations are integral to our provision for the gifted and talented.

The whole child needs to be considered not just their academic progress and achievement.

The able child needs:-

- a sense of personal involvement in decisions affecting their schooling especially those which involve pace and/or acceleration.
- attention to changes in friendship groups.
- peer acceptance and credibility.
- time to play, to 'mess around' and experiment.
- opportunities to develop intellectual capacities like resilience, reflectiveness, resourcefulness, reciprocity and empathy.
- a sense of ownership of their learning.
- good relationships with staff and peers.
- to learn to work with children of lesser ability.
- counselling available for any A G & T pupils who need it.

11 Responsibility for Co-ordinating and Monitoring Progress

The named co-ordinator for gifted and talented pupils is Helen Tyrrell. All activities and assessment procedures will be monitored and assessed for relevance and worth. Proposed programmes will be investigated and discussed fully at a staff meeting to promote a shared dialogue for the creation of a professional learning culture.

There is a job description for the A G & T co-ordinator – see separate sheet.

12 Process for Review and Development

- the co-ordinator will aim to continually review and develop the provision
- provision will be discussed at a staff meeting at least once a year
- identified gifted and talented pupils will be brought to the attention of all staff and most particularly to their new class teacher in September.
- the A G & T register will be reviewed termly.
- The governor with responsibility for inclusion issues monitors the school provision for gifted and talented pupils. The governor will work with the school's gifted and talented coordinator in support of the school's efforts to help these pupils to reach their full potential.

13 Use of Outside Agencies for Training and Provision etc.

Opportunities for training and provision by outside agencies will always be used wherever possible. Parents are always informed if their child is recognised as gifted and talented and where it is felt that the school is unable to extend their child further, for whatever reason, parents will be pointed in the right direction to outside agencies.