

St. Christopher's The Hall School

ABLE, GIFTED AND TALENTED POLICY

INTRODUCTION

This policy is a statement of the entitlement of children with high ability at St. Christopher's School. It has been developed from reading, research and through staff and Senior Management consultation.

The policy reflects the expertise of staff within the school. It also reflects the commitment of the school to support the able child. The Governors will be aware of these needs and that there should be provision within the school budget for resources.

AIMS

- 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 that makes learning challenging and enjoyable
- To provide higher order thinking and questioning skills
- To employ a wide variety of methods of recognition of potential
- To recognise under-achievement and seek to remove it
- To stimulate children through extra-curricular activities and through curriculum enrichment and to foster high teacher expectations
- To have the expectation that the curriculum for all will be extended by realising the needs of the most able
- To train staff in order to achieve these aims
- To compile an Able, Gifted and Talented Register
- Working in partnership with parents/carers to help them promote children's learning and development

DEFINITION

Each child is unique and any attempt at a definition is a generalisation. We recognise that ability is multi-dimensional and only some aspects of it can be measured. As a point of reference we pay regard to national guidelines. The DCSF has defined 'gifted and talented' as 'children with one or more abilities developed to a level significantly ahead of their year group or with the potential to develop those abilities'.

The term 'Gifted and Talented' is not to be understood as referring to the most able children in the national population, but should be seen as relative and refers to the most able children within the individual school. We also recognise that those pupils who are Gifted and talented do not always show their ability to their full potential. Such pupils are Gifted and talented even though their abilities may be hidden or remain as potential.

At St Christopher's we use the following guidelines:

Gifted

Intellectual ability – learners who achieve, or have the ability to achieve in one or more academic subjects, demonstrating exceptional work in comparison to Year Group expectations

Able

Intellectual ability - learners who achieve, or have the ability to achieve in one or more academic subjects, working significantly above the Year Group expectations.

Talented

Artistic, creative, practical or physical ability - showing an aptitude in one or more of: Art and Design, Music, Drama, Sports, Dance, significantly in advance of their peers.

IDENTIFICATION

The Able, Gifted and Talented are diverse group and therefore a range of strategies are used to assist in identification and monitoring of individuals:

- School assessments – NFER, end of Key Stage tests, (Standardised assessments offer a measurable factor in helping to identify Gifted and Talented children and will be used as part of the process. Children achieving 130 and above on individual standardised tests, or a combined score above 500 in English, Maths, VR and NVR on a consistent basis will be considered).
- Teacher assessments
- Teacher observation
- The expertise of the coordinator in supporting the judgement of the teacher
- Parental information
- Information from external agencies (sports organisations, music tutors)
- Representation in sports or music at county level or beyond

A Register of Able, Gifted and Talented pupils will be published annually. Parents will be informed by letter, if their child is placed on the Register. The staff in their meetings will keep this list under review. A pupil's ability is not fixed and may change over time. Pupils develop at different rates and a particular pupil may fall within the scope of the definition 'able, gifted and talented' in one year but not in a subsequent year and therefore pupils may be removed from the Register.

ORGANISATION

Specialist staff, outside agencies and learning assistants will be deployed as appropriate for the pupil's needs.

Acceleration will not usually be encouraged because there may be social difficulties through differences in levels of maturity. It should be possible to address the needs of these children within the appropriate year group. However there may be times when it could be appropriate for children to work with older children, through curricular activities and extra-curricular clubs. Withdrawal groups may be used and this will be done with sensitivity.

PROVISION WITHIN THE SCHOOL

Where a child is gifted or talented in one or more areas, they will be supported with high expectations and planning within the classroom. Teachers should seek to use a variety of techniques and strategies to provide for the 'gifted' child.

Planning for the 'gifted' child:

- A broad, creative curriculum, giving children a chance to thrive
- Identifying provision for 'gifted' and 'talented' pupils in subject policies and plans
- Identifying clear stages of development in schemes of work
- Planning a differentiated curriculum with a balance of whole class, group and individual teaching
- Restructuring class organisation or pupil grouping. From Year 3, setting for English Comprehension and Mathematics will be applied.
- Setting differentiated homework
- Differentiation through pace, task, dialogue, support, outcome, resource, content and/or responsibility
- Use of subject specialists – Drama, French, Computing, Music, Sport
- A mentor programme for the support of gifted and talented pupils
- Use of additional support, TAs, other adults, for one to one or group work to extend child in a specific area (social or academic)
- Celebration of achievement
- Full use of ICT will be implemented through relevant websites and provision of pupil based courses.
- Planning a variety of extension and enrichment activities

Challenging the 'gifted' child:

- Problem solving and investigation to develop reasoning and higher order thinking skills
- Use and model open-ended questions and tasks
- Introduce elements of competition within and outside peer group
- Competition against self through target setting
- Promoting independent learning
- Opportunities for creative and productive thinking

EXTENDING AND ENRICHING THE CURRICULUM THROUGH EXTRA-CURRICULAR ACTIVITIES

These are highly valued for the Able, Gifted and Talented child and may include:

- Clubs at lunchtime or after school, covering academic as well as other Activities – choir, orchestra, chess and a full sporting programme
- Day and residential visits
- Activity days
- Visiting experts and range of materials and resources
- Visits/workshops from poets, writers, artists, musicians etc.
- Participation in special competitions

- Enrichment sessions during the school year
- Activities with other schools

SUPPORT FOR ENRICHMENT OUTSIDE SCHOOL

Where a child is identified as 'exceptionally able' (nationally), a staff mentor from the appropriate area will be assigned. The child will be given the opportunity to meet regularly with the mentor, to discuss enrichment outside of the classroom, through external agencies.

The school may make use of:

- enrichment activities provided by outside associations and organisations (Potential Plus, nrich,). If appropriate, children will be encouraged to become members of these groups and to attend activities associated with them.
- links with outside agencies (music tuition, sports coaches, etc.)
- The Internet

MONITORING

Student achievements will be monitored and evaluated. This process will include:

- Regular observation and recording of progress across the curriculum
- Encouraging pupils to assess and review their own performance
- Valuing out of school achievements
- Intervention activities to prevent underachievement

The following people support the provision through regular reviews:

1. Headteacher and Senior Management Team
2. Able, Talented and Gifted Leading Teacher
3. Co-ordinators for SEN and PHSE will support pastoral issues

PARTNERSHIP WITH PARENTS

Parents and teachers will work together for the needs of the Able, Gifted and Talented child.

CONTINUING PROFESSIONAL DEVELOPMENT

Regular training for the AG and T Leading Teacher will be ensured and in service training for all staff will be provided.

CONTINUITY AND PROGRESSION

There will be liaison on transfer between year groups and with the relevant secondary schools, providing information on identified pupils.

PROCESS FOR REVIEW AND DEVELOPMENT

Each year the school will draw up a register of able children in each year group. The staff in their meetings will keep this list under review. The school policy will be reviewed and monitored on a regular basis.

Compiled in September 2009 in consultation with SM, SENCO and Staff.

Reviewed September 2010.

Reviewed March 2014

Reviewed January 2017

Next review January 2019