



Higham St. John's C. of E. Primary School **Policy for Able, Gifted and Talented Pupils**

1. Rationale

As our Mission Statement says, at Higham St John's C. of E. School we believe that all pupils are entitled to receive the support and challenge necessary to help them to develop their full potential. The needs of able, gifted and talented pupils are acknowledged as part of our overall inclusion policy. We recognise the importance of identifying a wide range of abilities and talents, and of providing opportunities to nurture them. In addition we are committed to developing pupils' social and emotional skills as essential elements in the development of the whole person.

2. Aims

- To use a broad range of qualitative and quantitative data to identify our most able pupils as early as possible.
- To recognise those pupils who may have the potential but currently underachieve and ensure every child achieves as highly as they can.
- To ensure that all staff receive appropriate support and training in identifying and providing for most able pupils.
- To provide support and challenge in the classroom, within an ethos of high expectations.
- To ensure that where necessary individuals receive academic or pastoral support to overcome identified barriers to learning.
- To build on existing systems of monitoring and evaluation to track the progress of these pupils.
- To work with parents to help pupils achieve their potential and to be ambitious.
- To provide a range of additional opportunities to develop the experiences of our most able pupils.

3. Definition

At Higham St John's C. of E. School we use the general term "able" to refer to pupils who demonstrate or have the potential to work at a level *above their peers*. This may be in one or more areas and may vary from year to year.

Specifically, "able" pupils are those who have ability in academic subjects e.g. history. "Talented" pupils will have ability in the areas of music, art or sport. Although others may use the term more generally, we identify "gifted" pupils as those who demonstrate exceptional ability in one or more areas, and represent 0.5% of the national population.

Pupils with English as an additional language (EAL) and pupils with disabilities and or special educational needs (SEN) will be given equal access to identification. The definitions are seen as complementary rather than exclusive.

The names of pupils identified as being able, gifted and talented will be recorded on a list. The list will be maintained for the purposes of identifying pupils for curriculum opportunities, for staff information and for monitoring purposes. This list will be reviewed termly. The nature of the definition of "able" means that a pupil identified as able may not remain on the list for the duration of their time in school.

4. Identification

- 4.1 We use a range of strategies to identify able, gifted and talented pupils:
- Foundation Stage Profiles

- Baseline assessment
 - Pips tests
 - National Curriculum tests (QCA and SATs)
 - Teacher assessment
 - Classroom observation
 - Examination of the pupil's work
 - Questioning
 - Parent, self, peer or external agency nomination (with supporting evidence)
- 4.2 Data will be analysed in relation to the rest of the peer group, both in the school setting and, where appropriate, nationally.
- 4.3 Able and gifted children in English are identified when they:
- demonstrate high levels of fluency and originality in their conversation;
 - use research skills effectively to synthesise information;
 - enjoy reading and respond to a range of texts at an advanced level;
 - use a wide vocabulary and enjoy working with words;
 - see issues from a range of perspectives;
 - possess a creative and productive mind and use advanced skills when engaged in discussion.
- 4.4 Able and gifted children in mathematics are identified when they:
- explore a range of strategies for solving a problem;
 - are naturally curious when working with numbers and investigating problems;
 - see solutions quickly without needing to try a range of options;
 - look beyond the question in order to hypothesise and explain;
 - work flexibly and establish their own strategies;
 - enjoy manipulating numbers in a variety of ways.

5. Assessment and Tracking

The progress of identified pupils will be monitored using the whole school assessment procedures, as laid out in the school's assessment policy. Analysis of assessment data for able and gifted children by the co-ordinator for able, gifted and talented will be used to inform future provision for these pupils.

For some pupils, for example, those who are performing exceptionally well in comparison to their peers or those who are having motivational or behavioural difficulties, additional assessment may be required. This will be carried out by the co-ordinator for able, gifted and talented pupils and/or the LEA adviser, and may be used to inform individual learning plans (ILPs) for exceptional pupils. In some cases the advice of an outside agency may be sought. Parents will be consulted and asked for permission. This may be when a pupil either makes a significant lack of progress over time or progresses at an exceptionally accelerated rate.

6. Pupil and parent involvement

We wish to involve pupils and parents in all the procedures outlined in this policy. Parents are welcome to come into school at any time to discuss with teachers the development of pupils' gifts and talents. Pupils who are identified as being able, gifted or talented will be informed through usual target setting and class based assessment procedures. They will be given challenging learning experiences and set targets that will support them in realising their potential.

Parents will be informed about their pupil's gifts and talents at parents' evenings or at other, informal meetings and through the annual report in July. Parents and pupils may nominate themselves as part of the identification and assessment process. Parents will be kept fully informed of ways in which they can support their pupil to develop their gifts and talents. For pupils with exceptional needs parents will be invited to a meeting at school to formulate an ILP. The ILP will identify the roles and responsibilities of the school, parent and pupil in meeting individual learning needs.

7. Provision

7.1 Teaching and learning

We aim to provide a broad and balanced curriculum that encourages all pupils to pursue and develop their individual interests and abilities. For the majority of pupils identified as able, gifted and talented, provision will be made within normal curriculum planning, differentiation and assessment for learning strategies. Opportunities for extension and enrichment are built into all our schemes of work and all classrooms provide an effective learning environment.

For able, gifted and talented pupils this may include:

- open ended questioning and tasks
- structured and flexible group work and debate
- problem solving and investigative work to develop reasoning
- modelling of “the next step” (linked to target setting)
- self-structured learning activities and opportunities for risk-taking
- challenging and creative activities
- the explicit teaching of thinking skills
- accelerated learning techniques e.g. brain gym

As we have five classes at Higham St. John's, children in years 1, 4 and 5 are split into our mixed age classes according to their ability.

7.2 Additional support

For exceptional pupils, provision will be made which is different from and additional to normal curriculum planning. In exceptional circumstances a pupil may join a class or group of pupils from another age group. In all cases the criteria for selection of pupils and the purpose of the activity will be made explicit and parents will be informed.

We will endeavour to provide additional support for individual pupils where it is required. Some pupils may be set additional learning targets. ILPs will be written for pupils having significant additional provision.

In exceptional circumstances the school may seek support from external support services e.g. educational psychologist or LEA adviser.

7.3 Out of class activities

The following opportunities are available for pupils to develop their abilities and talents: participation in local or national competitions, workshops, visits from specialist teachers and experts (eg local artists and historian, peripatetic music teachers, voice coach, sports coaches and foreign language teacher). From time to time educational visits will be organised to support and extend pupils' interest and talents. Access to this provision is open to all, but pupils with particular talent will be encouraged to attend.

Children on the AGT register are also sign-posted to events organised by the North West Gifted and Talented Association.

7.4 Management of provision for able, gifted and talented pupils

All adults in school have a responsibility for gifted and talented pupils. It is the responsibility of every teacher to provide an appropriate curriculum for able, gifted and talented pupils in their classes. The headteacher, Mr G. Hollinghurst, is responsible for overseeing the implementation of this policy and for providing feedback to the governors. The named governor with responsibility for able, gifted and talented pupils is Rev Jane Bury.

The school's Leading Teacher for able gifted and talented pupils is Mrs R. Farrington. This role includes:

- developing whole-school self evaluation and improvement planning for the provision and outcomes for able, gifted and talented pupils;
- developing effective classroom practice for able, gifted and talented pupils;

The school's co-ordinator for able gifted and talented pupils, Mrs R. Farrington is the designated teacher responsible for this policy's day-to-day implementation. This role includes:

- ensuring that the able, gifted and talented register is up to date;
- monitoring feedback from parents and pupils;
- monitoring teachers' planning to ensure that suitable tasks and activities are being undertaken by able, gifted and talented pupils across all curriculum areas;
- regularly reviewing the teaching arrangements for able, gifted and talented pupils including regular classroom observations of teaching and learning and termly evaluations of pupils' written work;
- monitoring the progress of able and gifted pupils through termly discussions with teachers and analysis of the school's tracking data;
- supporting staff in the identification of able, gifted and talented pupils;
- providing advice and support to teachers and support staff on teaching and learning strategies for able and gifted pupils;
- liaising with parents, governors and LEA officers on issues related to able, gifted and talented pupils.

7.5 Transition

On transition to another class in school, we will ensure that information on identification, assessment and individual attainment and achievement is recorded and shared. This will ensure continuity and progression in curriculum provision.

When pupils are transferring to another school, all relevant information will be passed to the receiving school and, if appropriate, a liaison meeting may take place with the designated teacher from the receiving school.

8. Conclusion

The success of the policy will impact on the school's ethos. At Higham St John's C. of E. School we want our pupils to believe it is "cool to be clever" and to strive to achieve their full potential.

We want our staff to feel confidence in offering appropriate levels of challenge for our able, gifted and talented pupils. We will measure success by academic performance, achievement and an increase in the confidence and independence of our learners.

9. Target Setting

The school's able, gifted and talented targets for the next 2 academic years are:

- To improve the quality of provision and achievement for the pupils on the able, gifted and talented register;
- To ensure that relevant induction is provided for new staff.

Signed: _____ (Headteacher) Date: _____

Signed: _____ (AGT Coordinator/LT) Date: _____

Next Review: Sep 2018