



# Able, Gifted and Talented Policy

## **Rationale**

At Sandhill Primary School we believe that all children within our school community have equal rights to the opportunities offered by education. We also understand that it is a myth that the most able pupils do well anyway and we recognise that they need as much support as other children.

This includes the right...

- to access high quality educational experiences,
- to provide an education which is appropriate to the abilities and needs, of the able child considering his/her preferred learning style,
- to participate in a broad and balanced curriculum which challenges, motivates and rewards them,
- to be part of the social life of the school.

In our school our aim is that all 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 pupils 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 the school,
- have high expectations that are supportive of academic success,
- ensure effective inclusive practice which will lead to school improvement.

## **Definitions and Identification strategy**

### **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. There 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 'all-rounders'. We also recognise personal, interpersonal, vocational and entrepreneurial talents.

We will strive to identify those able, 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 strategy**

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

- Teacher observation and assessment
- Check lists of characteristics
- Testing such as SAT's etc.
- Pupil profiles
- Background knowledge from parents
- Curriculum opportunities

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

Pupils may be identified at any time. We expect class teachers and the able, gifted and talented leader 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. Our current able, gifted and talented leader is the Inclusion Lead, Mr. Ben Froggatt.

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 and talented.

- Liaise with class/subject leaders 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.
- Attendance at relevant training.
- Deliver or manage CPD for all school staff in this area of practice.

### **Provision**

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

We will consider a range of strategies:

#### Organisational

- 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 eg whole class, group work, paired work, independent study
- Homework
- Enrichment days
- Cluster events
- Facilitate opportunities to participate in activities outside school
- Opportunities to celebrate achievements from both school and outside school activities e.g. celebration assemblies
- Acceleration
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#### **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.
- Partnerships with Parents.

The involvement of parents and pupils 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 parents consultations
- Hold termly reviews against targets
- Report on progress in an 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.
- Communicate school's provision to Governors/parents.

### **Monitoring and Evaluation**

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

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

### **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 Improvement Plan.