

# Nettlesworth Primary School Policy for Able, Gifted and Talented Pupils

## **Rationale**

All children have a right to a broad, balanced and relevant education which provides continuity and progression and takes individual differences into account. In our school we aim to provide a curriculum that is appropriate to the needs and abilities of all children. We plan our teaching and learning in such a way that we enable each child to reach for the highest level of personal achievement.

We aim to have a consistent approach to the identification and support of the Able, Gifted and Talented through:

- An agreed, shared definition of the terms 'able', 'gifted' and 'talented'
- Identification of talented or gifted pupils as early as possible
- Substantiating identification by the use of objective assessment measures
- Meeting pupils' needs with a range of appropriate strategies
- Raising staff awareness of the range of strategies available to them
- Providing access to a suitably differentiated and challenging curriculum
- An emphasis on creating opportunities for pupils to identify their gifts and talents and for abilities to flourish
- Fostering a culture of achievement by creating a climate of learning and excellence throughout the school
- Promoting opportunities for disadvantaged learners
- Working in partnership with parents/carers to help them promote children's learning and development
- Making use of links with other schools and the wider community to enhance learning opportunities

## **Objectives**

Our school values all children equally and endeavours to ensure that each child should have the opportunity to realise his/her potential in a challenging and supportive environment.

Our school will have, at any time, a number of Able Gifted and Talented pupils, some of whom may perform at a level that well exceeds the level of others in their class or that expected for children in their age group. This may be in one or more areas of learning.

We believe that we can make a difference in enabling these pupils to achieve the greatest possible progress and recognise the value and importance of identifying and celebrating their achievements and successes. Research has shown that by making provision for Able, Gifted and Talented pupils, the standards of achievement are raised for all pupils.

This policy outlines the school's practice and procedures relating to the support of able, gifted and talented pupils.

### **Definition**

Our definition of ability recognises academic and practical performance as well as those who show outstanding artistic, musical and creative talent, physical skills, leadership qualities and the ability to process ideas and information. It also recognises that a child may possess this potential although performance may not reflect this.

In our school we use the term '**able**' to identify those pupils that are in the top 5-10% within a year group.

Nationally the term '**gifted**' refers to pupils who have abilities or who have the potential for these abilities, in one or more academic subjects in the statutory curriculum.

The term '**talented**' refers to pupils who excel or who are potentially able to excel in one or more specific fields such as art, music, PE or performing arts.

**Underachievement** is a discrepancy between a pupil's school performance and some index of his or her actual ability eg a failure in terms of results and/or quality of work may be an indicator. '**Underachievers**' are difficult to identify and so staff are encouraged to note any evidence of ability and to share their ideas to collectively explore the pupil's ability.

The following areas have been identified as being the main areas of ability and are based on the Howard Gardner seven intelligences. Following DfES guidelines, category A includes able and gifted pupils and B to E pupils who are talented. We also seek to identify pupils who fit into these categories in the future (F) and who are not fulfilling their potential.

- A. **Intellectual** (aspects of English, mathematics and science)
- B. **Artistic and Creative** (art, design, music, drama)
- C. **Practical** (design and technology, mechanical ingenuity)
- D. **Physical** (PE, sports, dance)
- E. **Social** (Personal and interpersonal, leadership qualities, working with adults)
- F. A pupil who could be recognised as gifted or talented but who is presently not reaching his or her full potential.

### **Identification Strategies**

(see appendices)

We use a range of strategies to identify more able and very able children. The identification process is ongoing and begins when the child joins our school and involves staff, pupils, parents and carers.

Data taken into account will include

- Information from parents and carers
- Information from previous teachers or pre-school records
- Discussions with pupils
- Identification by staff using professional judgements, classwork and test and assessment results.

Children gifted in English may be 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;
- Work confidently on objectives for year groups higher than their own;

- Achieve levels in end of year tests above those expected for their year group.

Children gifted in Mathematics may be 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;
- Work confidently on objectives for year groups higher than their own;
- Achieve levels in the end of year tests above those expected for their year group.

The School Register

- Pupils who are identified by the school as being able, gifted and talented are entered on to the school register. The area of ability is recorded using the categories A to E with further reference to the particular aspect in which they have a gift or talent.
- Parents or carers will be consulted before a name is placed on the register.
- The register will be reviewed twice a year at the time of pupil target setting during which an evaluation of whether the pupil is reaching his or her full potential will be made.

### **Teaching, Learning Curriculum and Organisation**

As appropriate, teachers will provide differentiated activities and a range of support and resources for gifted and talented pupils.

- Curriculum planning at the school is objective led and details three levels of expectations of pupils as described in QCA schemes of work, year group objectives for numeracy and level descriptors in literacy. This enables teachers to adjust expectations according to ability for any programme of work.
- Ongoing assessment against year group objectives and National Curriculum Levels are maintained and used formatively to set new curriculum targets for individuals so that they can achieve at the

highest level and always aim to make further progress. Pupils are involved in this process.

- At Nettlesworth, because we work in mixed year groups, groups are flexible and pupils have the opportunity to work alongside pupils and on objectives from higher year groups.
- In addition and especially at the end of Key Stages, extension activities that are more demanding of their abilities or enrichment activities that provide new and different ways of working will be provided.
- Opportunities for Able, Gifted and Talented pupils to work on various projects.
- If appropriate teachers would approach local secondary schools for resources and or advice to support pupils.

## **Inclusion**

Able, Gifted and Talented pupils have equal access to all aspects of the curriculum and school life. The school recognises that some able, gifted and talented pupils may be keen to specialise early in some activities to the detriment of other experiences or subjects of the curriculum. However, pupils will be encouraged to fulfil their potential in the subjects in which they are gifted or talented without reducing the breadth of their curriculum and personal experience of sporting activity, exercise breaks and fresh air.

## **Staff Development and Training**

The school makes use of local staff training and whenever possible staff to attend local courses and conferences.

## **Leadership and Management**

The SENCo will act as coordinator for able, gifted and talented pupils at the school and will;

Maintain the register in consultation with other staff

Monitor the school's provision for pupils identified as being gifted or talented

Monitor the progress of pupils identified as being able, gifted or talented by making a twice yearly review of individual assessments. (March target review and June end of year)

This policy will be reviewed every two years by the curriculum committee.