

The Federated Schools of St. Cuthbert and St. Sebastian



Only my best will do. Be kind to one another

Policy for Able, Gifted and Talented

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Sub Committee Responsible: Curriculum

Policy for Able, Gifted and Talented

St Cuthbert's Catholic Primary and Nursery School

Our Mission Statement

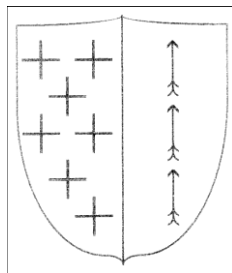
We, the pupils, parents and staff of St. Cuthbert's, strive to create a caring, educational community where; Christian principles and standards are upheld, each person is valued, and the spiritual, aesthetic, and moral growth of individuals, as well as their intellectual and physical needs, are met.



St Sebastian's Catholic Primary and Nursery School Statement of Purpose

OUR SCHOOL AIMS TO BE
A COMMUNITY WHICH REFLECTS
REAL GOSPEL VALUES:
A COMMUNITY IN WHICH
EACH INDIVIDUAL,
CHILD OR ADULT,
CAN WORK AND DEVELOP
IN AN ATMOSPHERE
OF MUTUAL RESPECT
AND UNDERSTANDING; SO AS TO BROADEN THEIR APPRECIATION OF THE WORLD,
ITS CULTURES AND ITS PEOPLE.

STUDY-----SANCTITY-----SERVICE



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Our Schools' Curriculum Aim:

The staff of St. Cuthbert's and St. Sebastian's will work to give each child full access to a real and relevant curriculum, encouraging in each individual a sense of self-worth and self-esteem.

Introduction

At St Sebastian's and St Cuthbert's we believe that all pupils regardless of ability, ethnicity or cultural background have the right to achieve their full potential in school.

We aim to help them achieve this by creating a community where;

- Pupils are stimulated and motivated.
- Pupils are given the opportunity to flourish and achieve.
- Pupils' independence and responsibility are fostered.
- Everyone is valued and respected.

Statement of Intent:

Staff will strive to;

Provide a stimulating environment in which each child can flourish and develop according to his/her own needs, aptitude and ability, having full access to our new "Creative Challenge Curriculum".

Safe Guarding

Our schools are committed to safeguarding and promoting the welfare of children, and expect all staff, parents and visitors to share this commitment.

Creative Curriculum

Staff of the Federation have collaborated closely to devise a new and inspiring Creative Challenge Curriculum. This creative curriculum has been implemented with a view to improving further the quality of our teaching and learning. We endeavour to ensure our children are motivated and inspired to want to learn by providing a real and relevant curriculum with sound subject links and skill based learning.

Equal opportunities

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At our schools we will strongly promote self-respect for all in our school irrespective of race, creed or gender. Care will be taken to ensure that resources do not present stereo-typical images and reflect the multi-ethnic nature of our society.

S.E.N.D

As assessment determines planning and teaching objectives will be directed specifically towards the needs of all children. Individual education plans are made available to address children identified as having particular special learning needs and these plans are shared with parents, ensuring that they are informed of specific objectives. Boys and girls having equal access to all areas of the curriculum, and this is indicated in assessment procedures.

Able, Gifted and Talented

Able, Gifted and Talented children are those who have one or more abilities developed to a level significantly ahead of their year group, (or with the potential to develop these abilities). In England the term 'gifted' refers to those pupils who are capable of excelling in academic subjects, 'talented' refers to those pupils who may excel in areas requiring visio-spatial skills or practical abilities such as games and PE, drama or art. Some gifted and talented pupils may be intellectually able and also appear on the SEND register for behavioural, literacy or physical difficulties.

The provision for A, G and T pupils as with all pupils is a question of equity; they have a right to an education which is suited to their practical needs and abilities. They need to be presented with work which challenges, stretches and excites them on a daily basis, in an environment that celebrates excellence and is supportive of those who may in years to come break the boundaries of what we know and understand.

Computing

As a Federation we are committed to enhancing our Creative Challenge Curriculum by providing and maintaining a seamless provision of computing across all curriculum areas. We aim to equip all teaching staff with up to date, relevant and inspiring resources as a means through which the quality of our children's learning will be enriched and extended. We are gradually initiating the use of apps on our newly purchased ipads.

The Federation also maintains to a high standard a "Target Tracker" database which tracks children from Foundation-Yr6. Information can be retrieved in a

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variety of ways. Cohort comparison graphs/data comparison overviews/Yr to Yr/SA/SAP/EAL/Gender. This plays a huge part in the tracking of our children. (See also e-safety policy)

The role of the Co-ordinator

The Co-ordinators for, 'Able, Gifted and Talented,' will be responsible for monitoring whether the policy is carried out and any additional responsibilities this role brings. In consultation with staff the co-ordinators will maintain an accurate record of each school's A,G and T cohort, monitoring provision to enable pupils to achieve their potential. The co-ordinators will liaise with the school Governor responsible for A,G and T and report to the curriculum committee at least twice a year. The co-ordinators will liaise with local schools and organisations and inform parents of any extra curricular workshops. The co-ordinators will be responsible for bringing high quality workshops into school for the benefit of all pupils but with the able, gifted and talented children in mind. The Co-ordinators will actively seek courses for Staff development, which will enable teachers to be:

- clear about what constitutes high level performance;
- familiar with higher-order thinking skills and how to develop them in different contexts; and
- able to set tasks which challenge A,G&T learners.

Aims:

Identification.

Our aim is to actively identify our A,G and T children, using a fair and transparent process through which able and under achievers will not be overlooked. We use the term A, G and T to indicate those who demonstrate the ability to perform significantly above average within their year group in our school in a specific area. We try to have the widest possible view of ability and believe that many pupils have particular skills outside the usual definitions of ability. We try to encourage and reward those pupils who, for example are good at supporting others, demonstrate leadership and entrepreneurial skills. Within the school curriculum all staff ensure that they cater for children who have different learning needs, and recognize that pupils in their class may have a range of preferred learning styles.

We aim that each school's A, G & T cohort is broadly representative of the socio-economic composition of the school.

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A record of the school's A, G and T cohort will be maintained and regularly updated to enable identification to be an ongoing continuous process. Staff will strive to identify pupils with the potential to be A,G&T who may be underachieving due to a variety of other factors.

We will endeavour to ensure that the abilities of A, G&T learners from vulnerable groups, including pupils with EAL, are effectively nurtured in order to avoid underachievement in this group.

We try to build up a comprehensive picture of each child's ability by using as many indicators and as much information as possible. We can draw information from.

- Detailed records from previous class.
- Test results, baseline assessment, Phonics, SAT's, etc.
- Discussion with the child.
- Parental information
- Nomination forms from extra-curricular activity providers
- Specialist knowledge from outside agencies.
- Continuous assessment by the teacher of tasks which are open ended enough to allow the child to show what he or she can do.
- Detailed individual assessment by an educational psychologist if the co-ordinator for able pupils feels it is appropriate.

Objectives:

Provision.

We aim to provide high quality learning experiences for our gifted and talented children, by the following whole school approach we aim to achieve the following;

- A climate within school that ensures the children feel good about achieving high standards.
- An atmosphere where pupils are taught to get along with each other, feel comfortable with each other and learn to accept differences of individuals. We do this through our SEAL programme, collective worship and RE lessons.
- The identification of the particular needs of more able children in all our planning including policy documents, schemes of work medium term plans, short term plans and any individual lesson plans. These needs will be general or particular as appropriate.

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- The provision of high quality resources.
- Encourage children to be independent learners. Provide opportunities for them to organise their work, access the resources they need, work unaided, make their own choices about work, evaluate what they are doing and be self critical.
- The teaching of intellectual skills which will include oral and written communication and information handling as well as problem solving, hypothesising and other thinking skills.
- Flexibility of organisation which might include withdrawal, setting, for a particular subject cross curricular enrichment projects or partial acceleration thereby providing opportunities for the able child to work with others of a similar ability.
- The creation and adoption of mentorship, if it is felt appropriate for a particular able child or group of children.
- The provision of opportunities for more able children to serve on working parties which are given tasks such as producing newspapers, advising on environmental issue, serving on school councils etc.
- The celebration of achievement whilst maintaining the highest possible expectations.
- Providing stimulating workshops in many areas of the art, science, drama, maths etc to give the more able children the opportunity to challenge their ability.
- Provide a wide variety of after school clubs which will enable the children to develop their ideas and skills beyond the classroom environment and stretch their creativity in a wider sense; e.g. drama, music, choir, speech choir, individual speech, art, cookery, sport and many more.

Curriculum Organisation and Implementation: **In the Classroom.**

Our aim is to;

- Establish what pupils can already do or have already done so that we are not duplicating work for them.
- Confront and reduce peer pressure to underachieve.
- Provide appropriate challenge through high quality tasks for enrichment and extension which will always be available for more able children allowing for flexibility to adapt to changing needs/directions.
- Be flexible and varied over pupil grouping ability, mixed ability, individual.
- Differentiate appropriately through stimuli, resources, tasks, outcomes, and responses.

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- Provide a wide variety in what we prepare for the pupils and in what we ask them to do for us.
- Set personalised targets.
- Promote independent learning and the pursuit of other lines of enquiry - thereby increasing the depth and breadth of study
- Set appropriate homework
- Inform the pupils of the standards to aim for - pupils know the criteria by which their work will be judged.
- Celebrate achievement and maintain the highest possible expectations.

Outside the Classroom.

Our aim is to provide a wide range of enrichment activities for all our pupils, more able pupils will be actively encouraged to participate in these activities. After school clubs vary during the year but there is always a full and varied programme of events on offer which pupils have access to. We will encourage our pupils to enter exams in music, competitions in art, competitions in singing, speech choir and individual speech and to enter for nationally recognised grades in music, By doing this the children are setting themselves higher standards and challenging themselves against nationally recognised criteria.

We have established a wonderfully creative outdoor learning area which gives us the scope to extend learning outside the classroom, as this area will incorporate outdoor learning areas which will enable our children to challenge themselves beyond the confines of the classroom, in science, environmental issues, eco, art, sculpture, natural world and wildlife plants and animals.

Generic Statement. It has been decided by the curriculum committee in consultation with senior managers from both schools and the curriculum committee that a statement regarding A, G & T should appear on all school curriculum policy documents (see above).

Resources

A variety of resources are used in teaching throughout the school. No single resource or publisher fits the need of all aspects of the curriculum or of all areas in the scheme of work. Teachers select, adapt and supplement published resources, and produce their own as required.

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Resources are selected to be relevant according to the full range of requirement of the Creative Challenge Curriculum and are to be attractive, challenging and interesting to the children.

Additional Support

Throughout KS1 and KS2, Teaching Assistants work with groups during lessons to support those with Special Educational Needs & Disability and extend the more able. In addition, Able, Gifted and Talented pupils may be offered additional sessions to further challenge their skills in English and Maths (e.g. Maths lessons targeting skills and expectations required of NC Level 6). Specialist coaches will be used to support those talented in sports, and specialist leaders will be used to run workshops in other areas of the curriculum such as art and drama.

Assessment and Record Keeping

We believe that assessment forms an integral part of teaching and learning. At St. Sebastian's and St. Cuthbert's, assessment decisions, based upon teacher judgment form the basis of the child's future learning.

Assessment of pupil's progress and attainment is carried out:

1. To show what individual pupils, know, understand and can do.
2. To help teachers diagnose any learning problems.
3. To inform teachers of the next stage of learning, as Assessment For Learning.
4. To help parents and pupils understand the progress that has been made by pupils.
5. To sum up the stage of learning the pupil has reached, as Assessment Of Learning.

To do this effectively and reliably, assessment :-

- ❖ Must be carefully planned -Assessment For Learning
- ❖ Should be continuous process -reinforcing teaching and learning and carried out as an integral part of the day to day classroom activities.
- ❖ Should be recorded carefully and methodically so that it supports and informs NC and renewed Strategy requirements, and with S.A.T.s helps to

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determine National Curriculum attainment levels at the end of the Key Stages.

- ❖ Teachers in all year groups make assessments according to NC levels.
- ❖ Children are encouraged to assess their own and each other's work.

Assessment decisions are based upon evidence from a variety of sources :

Optional SATs tests, from the previous academic year, are repeated in February for Y2 Y3 Y4 Y5 Y6. These allow staff to target children and monitor progress.

Formal Summative Assessment takes place in May:

S.A.T.s for Y2 and Y6, Optional S.A.T.s for Y3, 4 & 5, the results of which are used to inform planning.

Phonics Screening for Y1 & if necessary some children in Y2.

Assessing Pupils' Progress (APP) systems are in place to record Teacher's Assessments in Reading, Writing and Maths each term.

Pupils self-assess their work on a daily basis, recording their view of their own progress in their exercise books.

Record Keeping.

The children record their work in exercise books in order to:

1. Provide evidence of their work in mathematics
2. To act as a note for future reference
3. To communicate with others
4. To help in clarifying their own thinking

Using the school's "Target Tracker" system, the progress of A, G & T pupils is closely monitored to ensure that they continue to exceed expectations for their Year Group.

M. Rabbette and J. Winstanley.
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