



BENTON DENE PRIMARY

Able, Gifted & Talented Policy



Benton Dene Primary School A Policy for Meeting the Needs of Able, Gifted and Talented Children

Rationale

This policy compliments our whole school aims.

At Benton Dene School we recognise the diversity of the needs of the individual and the importance of providing a personalised curriculum. As teachers, we recognise that many of our students are “more able”, “gifted” and or “talented” learners, and we endeavour to foster and extend their abilities to the maximum potential. We are dedicated to providing an environment which encourages all students to maximise their potential and this includes more able, gifted and talented children, regardless of their background, race, religion, gender or ethnicity. We understand and acknowledge that some students will be working at a higher cognitive level than others and therefore recognise that provisions need to be in place to match the student needs. Some students will have specific skills and talents and we recognise the need to provide opportunities for these to develop.

Aims

We aim to provide a secure environment where staff, pupils, parents and governors have high expectations and in which all pupils will achieve as well as they can, both intellectually and socially.

In particular we aim:

- To identify the Able, Gifted and Talented pupils in our school.
- To increase awareness of staff and parents, to the needs of and entitlement of A,G&T pupils.
- To ensure that A,G&T pupils have access to an appropriate curriculum.
- To create Individual Learning Programmes to further support and challenge A,G and T children.
- To support staff training and curriculum development, in this area.
- To promote a culture where achievement is recognised and respected by all.
- To ensure A,G and T children make the expected progress in those areas of the curriculum which they are identified as being exceptional.
- To include parental and pupil views when identifying A,G and T children.

Definition

The DfES defines ‘**gifted pupils**’ as having ability that is well above average for their peers in one or more subjects in the National Curriculum, other than art, music, physical education or sport.

The DfES defines ‘**talented pupils**’ as having high ability in a creative art, music, physical education or sport.

The DFES defines “**able**” pupils as having ability above average in one subject in the National Curriculum.

The new frame work states that there are no guidelines for the percentage of pupil’s who can be on the register.

Approach to provision for Able, Gifted and Talented pupils.

We aim to cater for A,G&T pupils in a variety of ways at Benton Dene Primary School. 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 more able, gifted and talented, provision will be made within normal curriculum planning and differentiation. All classrooms provide an effective learning environment

We set for Literacy and Numeracy from Year 1 to Year 6. Within the classroom children can be identified in more-able groups and given more challenging tasks or work at a slightly different pace.

We recognise that pupils have a variety of learning styles (VAK) and aim to cater for all pupils in the delivery of our lessons.

Work is set to cater for the needs of more able and A,G&T pupils.

We include high order thinking and questioning in activities to extend and engage all pupils. Work is question based and challenging in all curriculum areas. Homework tasks are open ended and activities suggested are differentiated to inspire more able and creative children.

Every attempt will be made to ensure that no pupil is denied relevant opportunities to learn.

We create links with clubs both inside and out of school to further children’s learning.

More able children are encouraged to run clubs and create learning opportunities for younger, less able children.

Enrichment days and whole School Theme days/weeks (e.g. Science / Maths days) provide opportunities for teacher’s to broaden learning opportunities.

Able, Gifted and Talented Identification

Within the school we recognise that able, gifted and talented pupils can be:

- good all rounders.
- high achievers in one area.
- of high ability but have poor writing skills.

There are four important elements to the identification process:

1. The use of tests
2. Parent feedback
3. Pupil feedback
4. Teacher identification

1. The Use of Tests

Results of tests QCA's, SAT's, Teacher Assessments, reading tests Objective test results can be useful in identifying gifted and talented pupils, although the results need to be used carefully. Whilst testing does have a role to play in the identification of gifted and talented pupils it used as one element of a wider identification process.

2. Parent Feedback

Pupils sometimes develop interests and hobbies outside of school which teachers are not aware of. In some cases the development of such hobbies and interests can be an indicator that a particular pupil may be gifted and talented. Communicating with parents to find out about pupils' interests and experiences outside of school can provide important information to help identify gifted and talented pupils.

3. Pupil Feedback

Allowing pupils the opportunity to contribute observations about their own strengths and weaknesses, and also those of their peer group, can be an effective way of involving them in the identification process. It can also provide useful insights which can help in the identification of underachieving gifted and talented pupils.

4. Teacher identification

Teachers have an important part to play in the identification of gifted and talented pupils, because a class teacher or subject teacher is usually particularly well placed to identify those pupils who are gifted and talented in relation to their peer group.

The Able, Gifted and Talented register

Following identification Gifted and Talented pupils will be kept on a register and a shadow register of very able pupils may also be held. The register will be updated once a year. The parents of pupils who have been identified as Able, Gifted or Talented may be informed and the teacher will explain the provision made for the pupil. The parent may be directed to the A, G&T coordinator for further guidance. The register is monitored by the A,G&T coordinator.

Strategies for Provision

Organisational responses:

All arrangements about groupings of children are considered carefully and are reviewed regularly.

Children are usually taught in ability groups for literacy and numeracy. Setting in these subjects takes place from Year 1. For some aspects of their work children in Reception and Nursery are taught in ability groups and work is differentiated to cater for individual needs.

Teachers may group in mixed ability for other subjects according to the purpose and nature of the activity, and for more able pupils to take a key role in these groups.

In class approach:

Throughout the school a wide range of teaching methods and strategies are used to ensure that all pupils achieve well in relation to their capability. More able pupils within the classroom will be provided with appropriate challenge so that they **master the curriculum with greater depth**.

Gifted and talented pupils have a range of needs, some of which are curriculum orientated and some of which are 'personal and social'. There are two main types of curriculum provision for gifted and talented pupils.

1. Enrichment
2. Extension

Enrichment

Enrichment is used as a distinct teaching and learning strategy when there is planned intervention on behalf of a pupil or pupils, in order to broaden their knowledge and understanding beyond the usual parameters of a subject or topic.

Enrichment will usually occur through the use of additional resources and learning opportunities, it may consist of classroom exercises or be a more opened ended project type piece of work.

Extension

Extension is used for gifted and talented pupils when they are encouraged to use higher order thinking skills, work practices and response skills than might normally be expected from pupils of their age. Thinking skills strategies are used alongside elements of Bloom's taxonomy. Gifted and talented pupils can

be encouraged to access materials and focus on teaching and learning tasks which require higher order skills. Alternative approaches will see gifted and talented pupils challenged through the use of greater degrees of independent and self-directed learning.

Mastery with Greater Depth

Teachers ensure that pupils have the opportunity to transfer and apply their learning to different contexts and can explain their understanding to others.

Out of Class Provision:

Within the school a wide range of lunchtime and after school clubs are provided. We encourage our more able children to become as involved in these activities as possible.

The school regularly organises activities, events, visits and visitors to enrich the curriculum.

Pupils are encouraged to develop skills through participation in activities in the community.

Opportunities to develop independence out of the school environment are provided by participation in residential visits.

The school participates in activities provided by the LEA and feeder secondary school for more able pupils.

Personal development and Pastoral Care

Class teachers have responsibility for the pastoral care of pupils in their class, as such they provide guidance and support and a learning environment where pupils feel secure enough to demonstrate their abilities. Rewards are given for achievement in class and assemblies.

Parents are a key partner in the development of the child and will be kept informed of the provision made, both academically and socially. Parents play an essential role in the development of their able, gifted and talented children, a role which the school supports but cannot displace. There are a variety of ways in which parents can facilitate the development of their children but as each child is unique then factors which help one child to develop will not always be appropriate for facilitating the development of other able, gifted and talented children.

Roles and Responsibilities

Class Teachers will:

- Use baseline data and informative assessment to identify those students who are talented within their classes.
- Consider the needs of the more able, gifted and talented child in lesson planning and provide challenge within their lessons to ensure they achieve **mastery with greater depth**
- Follow the guidance in the whole school more able, gifted and talented policy.
- Be responsible for encouraging students to work independently using their initiative.
- Value students' interests and preferred learning styles.
- Support students in setting of targets and encourage them to reflect on the process of their own learning and consider the factors which help them progress.

The assessment coordinator / phase leaders

In liaison with the Able, Gifted and Talented coordinator, they will ensure that appropriate systems are in place to identify Gifted and Talented pupils, track their progress and set appropriate targets. They will help the co-ordinator to ensure these children make expected progress, or more than expected progress.

The subject coordinator is responsible for:

- Ensuring that all teachers are aware of the ways in which the medium term plans for the subject area can be used to set appropriate challenges.
- Providing appropriate resources for Able, Gifted and Talented children.
- Enhancing subject provision by contacting outside agencies.
- The Headteacher and Able, Gifted and Talented Coordinator will monitor the overall provision made for Gifted and Talented Children, and will report to the governing body on the issues raised.

- The Able, Gifted and Talented coordinator will keep an updated register of gifted and talented pupils.
- The governing body will be responsible for the maintenance and review of the policy.

Professional Development:

The Able, Gifted and Talented coordinator will work with the Headteacher to identify and provide suitable training for staff.

Monitoring and Evaluating

The provision for Able, Gifted and Talented pupils and their progress will be monitored by the leadership team and Gifted and Talented coordinators.

Classroom practice is monitored by lesson observation, schemes of work, and lesson planning. The co-ordinator will scrutinise Individual, Learning Programmes and develop a whole school approach to writing and following these.

Progress is monitored through tracking attainment data with phase leaders to check A,G and T children are making more than expected progress.

Children will be involved in setting their own targets. They will be involved in evaluating current A,G and T provision in school and suggesting improvements for future provision.

Monitoring and Review of Policy

The policy will be monitored throughout the year by the Headteacher and the Gifted and Talented coordinator, through discussion with staff, pupils and parents and governors.

Reviewed 2016
D.Clemmetsen