



Sutton Benger CEVA Primary School Policy for Able, Gifted and Talented Pupils

Statement of School Philosophy and Aims

The governors and staff at Sutton Benger Primary School acknowledge the potential of each individual pupil and as such seek to support Able, Gifted and Talented within our school through a broad range of opportunities.

We believe that the social and emotional growth of Able, Gifted and Talented pupils should be encouraged alongside the development of academic and practical potential.

We seek to be inclusive in our approach and sensitive to the potential impact of labelling a group of pupils as Able, Gifted and Talented.

In the pursuit of school-wide excellence we aim to provide opportunities for all our pupils to reveal, display and extend their abilities.

We believe that supporting the needs of Able, Gifted and Talented pupils is a factor in raising the achievements for all.

We believe in providing appropriate challenge within the broad and balanced curriculum of the school.

We believe that confidence, home environment and expectation are key factors influencing how well pupils achieve.

Definition of Able, Gifted and Talented

We use the DfE terms Able, Gifted and Talented:

Able - children who achieve at top end of their year group (referred to as **more able**)

Gifted - children who achieve or have the ability to achieve at a level significantly in advance of their year group, in one or more subjects.

Talented - children who have this gifted ability or potential in art, music, PE, sport or creative art.

Identification

We aim to identify Able, Gifted and Talented pupils using a variety of methods:

- We use checklists both general and/or subject specific to help teachers with their initial identification.
- We promote the early identification of Able, Gifted and Talented pupils; use of information passed on by other schools or agencies and exchange of information within the school.
- We use SAT scores and internal tests/assessment results, Fischer Family Trust data and Analyse School Performance data.
- We are aware that talent or potential may go unrecorded, that social background/lack of opportunity may disadvantage pupils and that some pupils perform poorly in tests. To address this, teachers will be encouraged to use their professional judgement and experience through observation of pupils and rates of progress in acquiring relevant knowledge, skills and understanding.

- The school has a named person responsible for the big picture; introduction of the agreed policy, monitoring and review.

(See Identification Toolkit)

Provision Within The School and Beyond

We aim within the given structure of the school to:

- Group pupils in ways which teachers/curriculum leaders feel will maximise the quality of teaching and learning.
- Identify in planning differentiated work/resources and opportunities for open ended home learning.
- Consider fully the appropriateness of acceleration, fast-tracking and setting.
- Use in-class support to further the learning of our able, gifted and talented pupils.
- Develop and provide opportunities for extension work/projects.
- Provide opportunities for access to the internet.
- Offer study support.
- Where appropriate, provide pastoral care by way of mentors/named persons in recognition of the particular emotional and psychological needs of gifted and talented pupils.
- Provide opportunities for professional development of individual teachers or curriculum teams to inform teaching strategies.
- Make contact with experts external to the school.
- Provide a wide range of extra-curricular opportunities to encourage talent to flourish e.g. Summer Schools, Braeside Courses, school council, school publications etc...

Teacher/Pupil Skill Development Across the Curriculum

We recognise that Able, Gifted and Talented pupils are entitled to develop their knowledge, skills and understanding in full, we will endeavour to promote this through the enhancement of teachers' own awareness and skills:

- We will ensure the teaching of questioning skills to a high level for teachers and pupils.
- We will promote the teaching of thinking and problem-solving across all curriculum areas.
- We will ensure regular opportunities for skills development for teaching assistants.
- We will provide opportunities to develop effective research techniques, library and ICT skills.
- We will encourage the development of a wide variety of recording and communication skills.
- We will promote a culture of determination to succeed.
- We will encourage and celebrate the expression of special ability – musical, sporting, theatrical performances, and art work through assemblies, presentations, certificates etc...

Monitoring, Assessment and Review

The school has a named Leader for Able, Gifted and Talented pupils who is a member of the senior leadership team and will consult with teachers to monitor the needs and progress of identified pupils. The leader will:

- Ensure all teachers are involved in identifying Able, Gifted and Talented pupils termly as a whole school process.
- Liaise with teachers to develop and agree effective methods of collecting and monitoring data pertaining to the Able, Gifted and Talented pupils.
- Ensure the needs of Able, Gifted and Talented pupils are being met.
- Maintain and keep appropriate records of Able, Gifted and Talented children.
- Develop links with feeder schools for information exchange, sharing good practice, teacher support, resource loan/s etc.

- Provide INSET to raise staff awareness of the characteristics and needs of Able, Gifted and Talented pupils.
- Liaise with parents and external agencies, attend meetings when necessary to ensure the needs of Able, Gifted and Talented pupils are understood and met.
- Consult the Able, Gifted and Talented pupils in order to monitor the effective implementation of the policy.
- Provide information for the link governor.
- Review the policy annually in accordance with DfE guidelines.

Reviewed: October 2017

Review date: October 2018