

Woodthorpe J.I. School

Policy for Able, Gifted and Talented Children

At Woodthorpe Junior and Infant School:

- We aim to create a culture of achievement.
- We believe that all children are entitled to make the greatest progress possible.
- We believe that any special abilities or talents should be identified as early as possible, and developed during the children's time at this school.
- We are committed to working for quality and equality of opportunity.

Our aims are to:

- Ensure that all staff can successfully identify able, gifted or talented children;
- Update our gifted and talented register yearly and enter this information on the school census
- Provide an education which is appropriate to the abilities and needs of such children:
- Identify under-achievement and seek to remove it;
- Develop the children's thinking skills through extended and enriched learning activities;
- Develop the specific skills or talents of each child;
- Be concerned not only for children's academic development, but also for their social, moral, spiritual and emotional development;
- Involve and encourage parents in meeting the needs of their able, gifted or talented children.

Definition

The school recognises, in accordance with DfE guidelines, that able pupils are typically advanced in comparison with the average for their year group, but not significantly so, whereas 'gifted and talented pupils are those pupils who achieve, or have the ability to achieve, at a level significantly in advance of the average for their year group'. The school normally expects to identify between 5 and 10 per cent of each year group as gifted or talented, although this will vary from year to year.

Identification

Woodthorpe School will use the following categories to define our pupils' talent / gift.

- A. intellectual (aspects of English, mathematics, science)
- B. artistic and creative (aspects of art and design, music, drama)
- C. practical (aspects of 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

(These categories are based on the Howard Garner seven intelligences)

Identification will be through a balance of different approaches, and an Able, Gifted and Talented Child Register will be drawn up on the following kinds of evidence:

- Teachers' nominations based on relevant assessment profiles;
- Parent consultation;
- Feedback from identification tests, such as end of key stage tests, Rising Stars termly tests.
- National Curriculum attainment progress records (e.g. pupil-tracking sheets, reading or spelling tests, and dance, music or sports accreditation);
- Using the gifted checklist, as agreed by all staff in October 2011, for support.

Provision

This may involve organisational strategies such as the following:

- **Specific budget allocations** – to facilitate the work of the Able, Gifted and Talented Child Coordinator and relevant challenge projects;
- **Expert provision** – visitors to school making a contribution to the teaching with special knowledge, skills and understanding;
- **Focused teaching** – setting aside specific, planned time to engage with identified individuals or groups of children in line with their attainment and progress;
- **Withdrawal across year groups** – a nominated group of children taken out of their normal classroom to work with a teacher or other adult;
- **Setting** – facilitating smaller teaching groups of pupils with similar attainment levels, including groups of higher attainers.

In-class approaches

Class teaching that responds to the needs of able, gifted and talented children may involve strategies such as:

- **Challenge** – providing activities and experiences which engage interest, and stimulate thought and action at a high level;
- **Enrichment** – adding breadth and range to a child's attainment and progress through activities and experiences which consolidate and widen the child's knowledge, skills and understanding;
- **Extension** – providing opportunities for children to increase the depth of their knowledge, skills and understanding;
- **Specialist teaching** – providing teaching that utilises the particular skills and expertise of individual teachers;
- **Team teaching** – team-based approaches in a year group, or in the whole school, which enable the skills or enthusiasms of particular teachers to be made more widely available to able, gifted and talented children
- **Differentiation** – modifying the learning experiences of able, gifted and talented children so as to promote the opportunities for them to engage primarily in higher-order thinking;

Out-of-class activities which may include:

- Extra-curricular clubs;
- Music or sports practice and performance, or competition opportunities;
- Special events – e.g. field trips, residential visits;

- The use of specialist teachers from local secondary schools through visits
- Providing out-of-school activities within the community;
- Challenge projects for able, gifted and talented children;
- Visits by experts – e.g. dance groups etc.

Roles and Responsibilities

The school's designated **Able, Gifted and Talented Child Coordinator** will:

- Support staff in the identification of able, gifted and talented pupils;
- Facilitate a handover meeting between class teachers in the Summer term to ensure staff are aware of the strengths and areas for development of their able, gifted and talented pupils, and agree the setting-up of provision for these pupils;
- Collate and monitor the register of able, gifted and talented children;
- Inform parents of their child's placement on, or removal from, the able, gifted and talented register;
- Promote the school's agreed policy and practice with regard to the teaching and learning provision for able, gifted and talented children;
- Audit the quality of provision, write action plans for school improvement, and monitor and evaluate progress with such action plans, in partnership with the school's leadership team and the governing body.

The **class teachers** will:

- Fulfil their role in the identification and nomination of able, gifted and talented children;
- Provide relevant information to the next class teacher at the yearly handover meeting to ensure the continuity and quality of provision for able, gifted and talented pupils can continue;
- Deploy the agreed professional approaches to the development of able, gifted and talented children;
- Ensure that the parents of able, gifted and talented children have ample opportunity to contribute to, and receive feedback about, the assessments of their children's progress.

Equal Opportunities

- Woodthorpe J.I School has equally high expectations of all pupils and is committed to encouraging and enabling all pupils to achieve the highest standards

Signed:

Approved: 14 January 2016

Review: January 2019