

St Lawrence CE Primary School



Gifted & Talented Policy

Revised: November 2020

Consultation with staff and Governors

and adoption of policy: Autumn Term 2020

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Review date: Autumn Term 2023

Mission Statement and Definition

We are a Christian School where every child matters, is valued and is able to shine

The school's ethos is one where a positive attitude of care and understanding is promoted, where Christian values are pivotal to the life of the school and where adults and children respect faith and culture of other people. Children are always encouraged, motivated and supported to achieve the best they can in all aspects of the curriculum.

At St Lawrence C. E. Primary School we aim to provide a caring, supportive and stimulating environment with high quality teaching through which to foster....

- A high level of literacy and numeracy and an enquiring mind which wants to learn more each day;
- Independent young people who are confident, flexible and able to cooperate with others;
- Imagination and creative expression through a wide range of media;
- Conscientious young citizens of our multi-cultural society who are tolerant and respect others' values;
- Pride in achievement and a desire to succeed;
- Effective links between the school, the child's home and the community which promote aspiration and high expectations;
- Equality of opportunity for all;

Our vision will be realised by:

- Creating a safe and healthy learning environment; so that every child will know that they are valued, will enjoy learning, aspire to and achieve high standards and make excellent progress.
- Providing innovative and creative cross curricular education opportunities for all learners and enabling their independence as learners.
- Developing a flexible approach to teaching and learning within school and in the community thereby ensuring a rich variety of educational experience.

At our school it is recognised that within each year group there will be children who have ability that is greater than that of the majority of their age peers nationally. This may take the form of a general all round ability in all or most of the intelligences, or a specific ability in a particular area of intelligence*. Some will have already shown evidence of their higher ability and others will have the potential to be high achievers. It is our intention to refer to these as our able / gifted and talented pupils and to define them as:

“those pupils who achieve, or who have the ability to achieve, at a level significantly in advance of the average for their year group”.

We accept that they should be identified as early as possible and their need to achieve to their full potential should be met by an appropriately challenging curriculum, provided in all subject areas and by all those who teach them.

General Rationale

It is “unacceptable to argue that the most able need relatively little or no assistance. Like all children they need the right blend of challenge and support to fulfil their potential”.

[Government’s response to Third Report from the Education and Employment Committee, 1998-99, Highly Able Children].

At our school we will ensure that all those who have gifts and talents in any area of ability are actively encouraged to develop these to the full.

We believe that our most able pupils are entitled to inclusive and equal opportunities to work towards and realise their full potential. These opportunities will be provided through a broad, balanced, differentiated and suitably challenging curriculum. It will be appropriate to their individual needs and underpinned by personal and social support structures within the school. Our able, gifted and talented pupils will be encouraged to value their special abilities and accept any responsibilities that may relate to them.

All of this is enshrined in our school aim statement, and reflected in our relevant school policies, including those on inclusion and equal opportunities.

Aims

Our school will endeavour to meet the needs of our able, gifted and talented pupils by providing:

- An environment in which all kinds of achievement are valued and celebrated and in which able, gifted and talented pupils can achieve without embarrassment or fear of stereotyping or bullying consequent upon their high ability.
- Support within school to enable these pupils to cope socially and emotionally with their high ability and its consequences.
- Opportunities for the able, gifted and talented to achieve to their full potential by being offered an appropriately challenging curriculum; by being encouraged to think and learn independently and creatively and by contacts with others of similar interests and ability.
- Opportunities to learn to work in a team and with others of varying abilities.
- Encouragement to enjoy learning for its own sake.
- Liaison with the parents of these pupils to encourage harmonisation of home-school approaches and attitudes.
- Out-of-school activities and community links to extend opportunities to discover and develop areas of special ability.
- Opportunities for all staff to access INSET / CPD in meeting the needs of their able, gifted and talented pupils

The teacher with special responsibility for able gifted and talented pupils is Mrs Moore.

Identification of the more able

A variety of means will be used to identify areas or subjects in which they have high ability. These will include: -

- Information sources from outside school:

- Parents
- Previous schools and pre-school provision
- Specialists e.g. Education Psychologist
- Competitions
- Information sources within school:
 - Teachers knowledge of pupils from:
 - Observation including checklists and pupil profiles
 - Internal tests
 - Pupils' written/oral work
 - Pupil's response to curricular provision / opportunities
 - Extra-curricular participation and leisure interests
 - Feedback from other adults in the school
 - Pupil's self identification - especially through *opportunities*
 - Pupil's performance in tests:
 - Baseline
 - Standardised tests
 - End of key stage tests

Needs of Able, Gifted and Talented Pupils

We recognise that these pupils have the same educational needs as their average ability peers but they also have particular needs consequent upon their high ability. We also accept that all the factors which impact upon the pupils' progress and attainment should be considered and so it is important to meet the pupils' pastoral, social and emotional needs as well as their academic and curricular needs.

Pastoral, social and Emotional Needs:

- To be socially integrated and to feel socially accepted and comfortable
- To have an appropriate support system

Academic and Curricular Needs:

- A good general education
- To be appropriately challenged and stretched and thereby to be kept motivated and given the opportunity to reach maximum potential
- To be allowed and encouraged to be independent and creative in their thinking and learning and to pursue their own interests

Provision for Able, Gifted and Talented Pupils:

Within our school there will be a consistent response to meeting the needs of able, gifted and talented pupils. Individual teachers, form teachers, subject leaders will use strategies such as set out in this policy document when making provision in their areas.

Our strategies for provision fall into the categories of *Whole School Strategies* and *Classroom / Subject Strategies*.

Whole School Strategies

- Whole School Policy, *with mechanisms for monitoring, evaluating and updating*
- Setting or grouping by ability/ group withdrawal

- Acceleration/ partial acceleration
- Curriculum enrichment/ extension
- Pastoral strategies to give individual support for the able, gifted and talented pupils, including a teacher with responsibility for co-ordinating provision for them
- Mentoring
- Pupil tracking/ lesson visits
- Close liaison with parents
- Training for staff
- Provision of resources, both time and money, and the exploitation of the resources offered by the wider community.

Notes:

Acceleration/partial acceleration

Where a pupil is very able across the curriculum it may be beneficial to move the pupil to a higher age group but the physical and social maturity of the pupil will be taken into account along with academic ability. Where this is the preferred strategy, we will ensure that there is agreement between all those concerned, including the pupil.

Partial acceleration will be used as a strategy when a pupil has high ability in a particular subject. The pupil will be allowed to work with older pupils for some or all lessons in that subject, again with the necessary agreement.

Curriculum enrichment / extension

Pupils will be allowed to 'opt in' to these activities, as previously hidden talents and interests may be revealed. Enrichment and extension activities, both in and out of the classroom can include:

- Extra-curricular activities – lunch-time and after school including the creation of the school newspaper
- The extended school day
- Links with organisations / clubs / societies outside school
- Whole school activities
- Competitions either in or out of school
- Residential courses
- School Council
- ICT integrated packages and use of the Internet for independent study and research.

Mentoring

The mentor will be anybody from outside or within the school, including support staff or an older pupil, who has an expertise or a special interest in an area where a pupil has a high or outstanding ability. The mentor will not replace the teacher but at specified times will work closely with the pupil, forming a special relationship in both the social and curricular contexts. The mentor may also have an important pastoral support role.

Pupil tracking and lesson observations

These practices will be helpful in making studies of individual pupils believed to be able / gifted / talented. For example, they allow one means of confirming their levels of ability and of giving an insight into the relationships of the able with their peers.

Classroom / Subject Strategies

- A policy with mechanisms for monitoring, evaluating and updating
- Planned enrichment and extension work underpinned by good practice
- Provision of as wide a variety of resources as is possible

Notes:

A policy with mechanisms for monitoring, evaluating and updating

To ensure commitment and consistency of approach, all teachers and all staff who teach a particular subject should be involved in ensuring that provision for able pupils is integrated into all policies and schemes of work. Agreement of mechanisms to be used for monitoring, evaluation and updating is also important.

Planned enrichment and extension work

There are five key factors in providing effective enrichment and extension work. They are:

- The teacher
- Challenge and motivation
- Teaching strategies and learning styles and
- Development of skills
- Planning, implementation and evaluation / plan, do, review in which target setting will have an important role.

Challenge and motivation

- appropriately challenging tasks will be part of the regular provision for the able
- open access to difficult tasks will also be available to pupils so that they and their teachers can discover the extent of their abilities.
- any pupil, regardless of perceived ability, who has completed the basic curriculum work well, may 'opt into' a programme of extra learning opportunities, By this means they may demonstrate previously unrecognised high ability in the area concerned.
- Pupils will sometimes be given the opportunity of working with those of similar ability and interests.
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Teaching strategies and learning styles

Teaching strategies will

- take account of:
 - left brain / right brain dominance
 - the differences in visual, auditory and kinesthetic learners
 - the different intelligences / areas of special ability
- encourage the development and use of:
 - all thinking skills, especially the higher order thinking skills
 - skills in using modern technology

- include:
 - the use of differentiated questioning techniques
 - setting differentiated homework challenges
 - allowing choice and independence and pursuit of own interests

Planning, implementation and evaluation / plan, do, review

- the levels of pupils' relevant learning already achieved will be established before starting a new programme
- pupils will be allowed to negotiate their learning and **set targets** and alternative ways of achieving learning outcomes, including their pace of working
- at the end of a topic or lesson there will be shared evaluation of the pupils achievements against the agreed targets and outcomes