



Able, Gifted and Talented Policy

Approved by:	Full Governing Body	Date:
Last reviewed on:	November 2021	
Next review due by:	November 2022	

Introduction:

The DCCF (Department for Children, Schools and Families) defines ‘gifted’ pupils as those highly able in one or more subjects in the statutory school curriculum (other than art and design, music and PE) and ‘talented’ pupils as those who have abilities in art and design, music, PE or the performing arts. It defines able learners as: “Those children and young people with one or more abilities developed to a level significantly ahead of their year group (or with potential to develop those abilities).”

Grimsdyke School, identifies pupils in accordance with the DCSF.

Aims:

- To provide all pupils with a challenging and enriching curriculum, which allows them to develop to their full potential.
- To create a culture within the school where achievements are celebrated.
- To provide an environment in which able pupils can flourish and feel confident even when failure occurs.
- To promote the identification, monitoring and assessment of able pupils.
- To enable staff to recognise individual needs and abilities.
- To develop a range of teaching and learning styles, such as high order thinking skills, which meet pupils’ needs.
- To actively encourage pupils to develop their particular gift/talents.
- To foster links between schools to provide appropriate experiences.

Identification:

Identification of able students:

We use a range of strategies to identify able children. The identification process is ongoing, and begins when the child joins our school.

In the EYFS, each child’s pre-school record gives details of achievements and interests in particular areas. Information from baseline assessments carried out by class teachers within the first half-term of the reception year gives information about their developing skills across several areas of learning. Therefore, we can identify children who are likely to be most able.

Across the school, discussions also take place with parents and carers to enable us to gain further information about a child's ability.

Throughout all key stages, class teachers use prior attainment and current performance to identify children that may be most able and use on-going tracking assessment to monitor progress and to ensure challenge is provided through quality first teaching in the classroom.

The children undertake national tests in Year 2 and Year 6. Y2 data provides teachers with a benchmark to identify those who are most able and are working at a greater depth within the curriculum. Teachers also make regular assessments of each child's progress in all subjects within our school curriculum and informed by our end of year expectations. Students can be assessed as working at greater depth where they are able to consistently exceed year group expectation. We compare the information from these assessments where possible with a range of national and Local Authority data, in order to ensure that each child is making appropriate progress in addition to their personal predicted targets.

Characteristics of an able child:

Most able pupils are a diverse group and their range of attainment will be varied. They are more likely than most pupils to:

- think quickly and accurately
- work systematically
- generate creative working solutions
- work flexibly, processing unfamiliar information and applying knowledge, experience and insight to unfamiliar situations
- communicate their thoughts and ideas well
- be determined, diligent and interested in uncovering patterns
- achieve, or show potential, in a wide range of contexts
- be particularly creative
- show great sensitivity or empathy
- demonstrate particular physical dexterity or skill
- make sound judgements
- be outstanding leaders or team members
- be fascinated by, or passionate about, a particular subject or aspect of the curriculum
- demonstrate high levels of attainment across a range of subjects or within a particular subject or aspect(s) of
- work
- are able to use a high level of mastery in order to work with the curriculum objectives taught

It should be recognised that not all able and talented learners are high achievers; many may underachieve as their potential can be masked by factors such as

frustration, peer pressure, lack of challenge, or unbalanced teacher/parental expectations.

Identification of gifted and talented students:

Class teachers' observations and assessments of students across the curriculum will be used to identify students showing gift or talent in a range of domains including art, music and PE. Staff liaise with specialist teachers who work within the school to support this work. The school also regularly gives students and parents the opportunity to share and celebrate the child's wider experiences in order to ensure that the school becomes aware of students pursuing a talent or gift in extra-curricular settings e.g. swimming, cricket club, music lessons.

Provision:

Our teachers plan carefully to meet the learning needs of all our children. We give all children the opportunity to show what they know, understand and can do, and we achieve this in a variety of ways when planning for children's learning. We aim to provide students working at greater depth with the opportunity to show mastery of their learning. Mastery is how a child can apply much of the curriculum as a whole in more in-depth and complex, cross-objective, multi-modal methods.

Children are familiarised with a variety of organisational strategies as they move through the school. These strategies can be used by all children, but give due scope to higher achievers including the setting across core subjects and small group interventions.

We offer a range of extra-curricular activities for our children. These activities offer higher achievers the opportunity to extend their learning in a range of activities. Opportunities include a range of sporting, language and a school choir/orchestra. Pupils with talents in the arts and sports are supported to attend events held within the borough and with local organisations.

Learning is also enriched through regular homework activities linked to the work being undertaken in classes. This offers teachers a further opportunity to set work at the level of individual children.

The children will also have the opportunity to experience a range of educational visits that further enrich and develop learning.

We promote celebration of achievements by asking parents to inform the school if their child has an out-of-school award etc.

Equal Opportunities;

In order to achieve equality of opportunity, we aim to ensure that a pupil's high achievement in a subject or their opportunity to pursue a gift/ talent is not masked by other issues.

As with all pupils, the school is committed to ensuring that most able children are fully challenged and achieve their potential through quality first teaching. Due to the allocation of additional funding (pupil premium) and the accountability this brings, the school will ensure that disadvantaged most able pupils are provided with opportunities to not only access and embrace the curriculum but to experience learning and life skills that will develop their whole being as a child. Experiences can include additional sports, music, Arts or simply new experiences that may not be available to help them because of financial constraints or difficulty. Our aim is to help our children grow existing talents and help them identify new ones. These opportunities can be provided in and/or outside of school hours

Assessment:

- A longitudinal view of ability
- Concept of value added
- Pupil self-evaluation
- Monitoring and evaluation to inform future planning
- Flexible assessment to take account of the unusual response

Parents:

Parents will be fully involved in discussions relating to the specific needs of their child with the class teacher. In the event that a parent wishes to discuss their child's progress in more detail, the Inclusion Manager will become involved.

Management and Responsibility:

The Deputy Head (Pastoral) and Inclusion Manager has special responsibility for co-ordinating the identification and provision for Gifted and Talented children. This post-holder will liaise with subject co-ordinators and the attached governor.

Staff Development:

All staff and governors should be familiar with this policy. The Deputy Head (Pastoral) and Inclusion Manager and Head Teacher will be responsible for identifying any deficiencies in training and providing necessary in-service.

Monitoring of this policy:



The Head Teacher and Deputy Head (Pastoral) and Inclusion Manager will monitor provision through: discussion with pupils and teachers, review of assessment information and monitoring short term plans. This policy will be reviewed regularly, in conjunction with the senior management team.

Reviewed January 2015

Reviewed June 2018

Reviewed November 2021