



Emersons Green Primary School

Learning together, achieving together in pursuit of lifelong learning

Policy for Able, Gifted and Talented Children

1. Rationale

Our school values all children equally and endeavours to ensure that each child should have the opportunity to realise his/her potential in a challenging and supportive environment.

Our school will have, at any time, a number of able, talented or gifted pupils, some of whom may perform at a level that well exceeds the level of others in their class or that expected for children in their age group. This may be in one or more areas of learning.

We believe that we can make a difference in enabling these pupils to achieve the greatest possible progress and recognise the value and importance of identifying and celebrating their achievements and successes. Research has shown that by making provision for gifted, talented and able pupils, the standards of achievement are raised for all pupils.

Our definition of ability recognises academic and practical performance as well as those who show outstanding artistic, musical and creative talent, physical skills, leadership qualities and the ability to process ideas and information. It also recognises that a child may possess this potential although performance may not currently reflect this.

2. Aims

The aim of this document is to ensure a consistent approach to the identification and support of the very able or gifted child through:

- An agreed, shared definition of the terms “able”, “more able”, “gifted”, “talented” and “exceptionally able”
- Identification of talented or gifted pupils as early as possible
- Substantiating identification by the use of objective assessment measures
- Meeting pupils' needs with a range of appropriate strategies
- Raising staff awareness of the range of strategies available to them
- Providing access to a suitably differentiated and challenging curriculum
- An emphasis on creating opportunities for pupils to identify their gifts and talents and for abilities to flourish

- Fostering a culture of achievement by creating a climate of learning and excellence throughout the school
- Promoting opportunities for disadvantaged learners
- Working in partnership with parents/carers to help them promote children's learning and development
- Making use of links with other schools and the wider community to enhance learning opportunities
- Appointing a Gifted and Talented Co-ordinator to co-ordinate the above

3. What does gifted and talented mean?

Terms

In these guidelines the term “**gifted**” refers to learners who perform, or who are potentially able to perform, extremely highly in one or more subjects in the statutory school curriculum (other than art and design, music and PE).

The term “**talented**” refers to learners who excel, or who are potentially able to excel, in one or more specific fields such as art, music, PE, or performing arts.

Definitions

Those pupils who demonstrate in one or more areas, abilities which place them into the highest achieving 20% of our school population and would benefit from an effective and planned differentiation programme can be classified as “**able**”. 5 to 10% of our school population may be considered as “**more able**”. These children have been referred to by the DfES as “Gifted and Talented”.

A small minority, of up to 5% of our school population may be considered as “**exceptionally able**”. These children need specific plans to enable their needs to be met. Effective provision may involve writing an Individual Education Plan to clearly identify the areas where the pupils need specific teaching, high expectations, increased differentiation and support.

Underachievement is a discrepancy between a pupil’s school performance and some index of his or her actual ability e.g. a failure in terms of results and/or quality of work may be an indicator. Underachievers can be difficult to identify and so staff are encouraged to note any evidence of ability and to share their ideas to collectively explore the pupil’s ability.

4. Identification

There is a wide range of identification strategies available to assist schools. It is important to note that no single process is perfect or should be used in isolation. The identification process needs to be ongoing.

Identification is usually made by:

- Teacher nomination
- Reports from previous schools
- Test results/teacher assessments
- Pupil's work
- Checklists of characteristics - generic and subject-specific
- Parental information
- Peer/self nomination

- Information provided by external agencies (e.g. sports organisations, music tutors, etc)

Assessment methods

- Teacher observation
- Benchmark tests/assessments – end of key stage tests, optional SATS, etc
- Cognitive Abilities Tests
- In-house subject tests or assessments
- Response to increased challenge
- Provision of opportunity
- Response from external agency

Once identified the class teacher will work alongside the Gifted and Talented Co-ordinator to validate this nomination with assessment data. If agreed that the criteria are met, the child's name is entered in the GAT register and parents/carers may be invited to the school to discuss ways in which the child's needs can be met and how they can be supported.

5. Modes of Working

The class teacher will:

- Take steps to identify very able/gifted pupils within their class as soon as possible
- Assess/gather data to support the nomination
- Liaise with the Gifted and Talented Co-ordinator and parents/carers throughout the time the pupil is in their class
- Agree, plan and implement appropriate provision
- Record strategies to be used
- Include provision in medium & short term plans, as appropriate
- Review provision regularly

It is the role of the Gifted and Talented Co-ordinator to:

- Liaise with class teachers/form tutors
- Make the teacher aware of the assessment data required
- Collate the assessment materials and results
- Work with the teacher to support the pupil and plan provision
- Contact parents and keep them informed
- Maintain the GAT register and update annually
- Work with all parties to decide upon the strategies to be used to maximise learning and development
- Liaise with and arrange other agency referrals as appropriate
- Act as/ appoint a mentor if appropriate
- Review provision on a regular basis
- Liaise with the Head Teacher
- Review the effectiveness of the policy

6. Provision

Provision Within School

Where a child is more able in one or more particular areas, they will be supported with high expectations and planning within the classroom and outside to enable them to pursue work at their own level. Teachers should seek to use a variety of techniques and strategies to provide for the more able child.

Planning for the more able child:

- Identifying provision for able pupils in subject policies and plans
- Identifying clear stages of development in schemes of work
- Planning a differentiated curriculum with a balance of whole class, group and individual teaching
- Restructuring class organisation or pupil grouping (setting, acceleration, fast-tracking, compacting, early entry)
- Setting differentiated homework
- Differentiation through pace, task, dialogue, support, outcome, resource, content and/or responsibility
- Planning a variety of extension and enrichment activities

Challenging the more able child:

- Problem solving and investigation to develop reasoning and thinking skills
- Use and model open-ended questions and tasks
- Introduce elements of competition within and outside peer group
- Competition against self through target setting
- Opportunities for creative and productive thinking

Extending and enriching the curriculum:

- Visiting experts and range of materials and resources
- Visits/workshops from poets, writers, artists, actors, dancers etc.
- Increased technical and specialist language
- Use of subject specialists
- Mentoring by either a similarly talented or suitable encouraging adult
- Use of additional support, TA's, other adults, older pupils and parents for one to one or group work to extend child in a specific area (social or academic)
- Links with outside agencies (music tuition, sports coaches, etc.)
- Clubs at lunchtime or after school, covering academic as well as other activities
- Participation in special competitions
- Enrichment sessions during the school day
- Cluster activities with other schools
- Consideration of the enrichment activities provided by outside associations and organisations (such as the National Academy for Gifted and Talented Youth)

Provision outside School

The most effective support the school can provide to parents of able children is via open communication of information about progress and strategies adopted. The school will need to make use of:

- Subject specialists
- Visiting experts
- School library service
- Specialist clubs and societies
- National Associations
- The Internet

7. Continuity and Progression

- Information on GAT pupils is provided on transfer between classes
- Information on GAT pupils is provided on transfer between schools

8. Monitoring, Assessment and Evaluation

Student achievements will be monitored and evaluated against set individual targets.

This process will include:

- Regular observation and recording of progress across the curriculum
- Encouraging pupils to assess and review their own performance
- Valuing out of school achievements
- Intervention activities to prevent underachievement.

9. Named Coordinator and Named Governor

- The GAT Co-ordinator for our school is Mrs Jan Isaac
- A named governor reports actions and progress in relation to GAT annually.

10. Continuing Professional Development

- Regular training for GAT Co-ordinator and Governor
- Appropriate in-service for all staff
- Involvement in cluster co-ordinator meetings and training initiatives

11. Process for Development and Review

- The success of the school's provision for the more able child will be reviewed annually by the Gifted and Talented Co-ordinator/Headteacher.
- The policy will be reviewed every 3 years in line with our policy review schedule.