



Able Gifted & Talented Policy

VISION

At Holy Trinity we welcome you to an exciting world of learning, discovery and friendship. We are passionate about nurturing every child, helping them to find and develop their own talents and be the best that they possibly can. Children will learn within a Christian community, surrounded by support, kindness, respect and fun; and will leave with fantastic memories to cherish forever.

Pupil Voice

“It is good if children are taught at the right level for them. There should be different levels of work so some children get help if they need it and some children get harder and different work and don't have to repeat things they already know.”

Policy drafted by:	Lee Jerwood
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Staff meeting:	-
Curriculum subcommittee	February 2011
Governing body agreement:	Spring 2011
Review:	Spring 2012

Holy Trinity CE Primary School

Policy for Able, Gifted and Talented children

Aims

At Holy Trinity our school aims state that we endeavour to:

- help our children to develop their personalities, skills and abilities intellectually and socially
- provide teaching which makes learning challenging and enjoyable and enables pupils to achieve their potential
- ensure that all children are given equal access to the curriculum
- develop higher order thinking skills
- provide opportunities for gifted and talented pupils to work at their own level and pace
- prepare pupils for the next stage of their education.

Definitions

We believe that gifted and talented pupils are those who demonstrate an ability to achieve levels of performance which are significantly higher than average for their year-group in one or more areas of learning. Ogilvie listed six categories of ability:

- physical talent
- artistic talent
- mechanical ingenuity
- leadership
- high intelligence
- creativity

In an attempt to be specific we have outlined the following definitions (see also checklists in *Appendix 1 & 2*):

Gifted: pupils from the very small proportion that has extraordinary ability or talent in multiple areas.

Very gifted and talented: pupils of high academic ability with attainments to match.

Gifted and talented: pupils of good ability with a high level of attainment generally recognised for their motivation towards academic achievements.

High potential: pupils with high measured ability, who do not have matching high attainment, generally recognised as underachievers.

Talented as defined below:

Specific achievements: Pupils with an isolated intellectual interest of a high order (e.g. mathematical, scientific, linguistic).

Spatial/mechanical ability: pupils with a outstanding spatial awareness or mechanical ingenuity (e.g. design and technical ability).

Talent: pupils with a high or potentially high level of accomplishment in expressive or performing activities (e.g. art, music, drama, dance, sport).

Equal Opportunities

See Equal opportunities policy

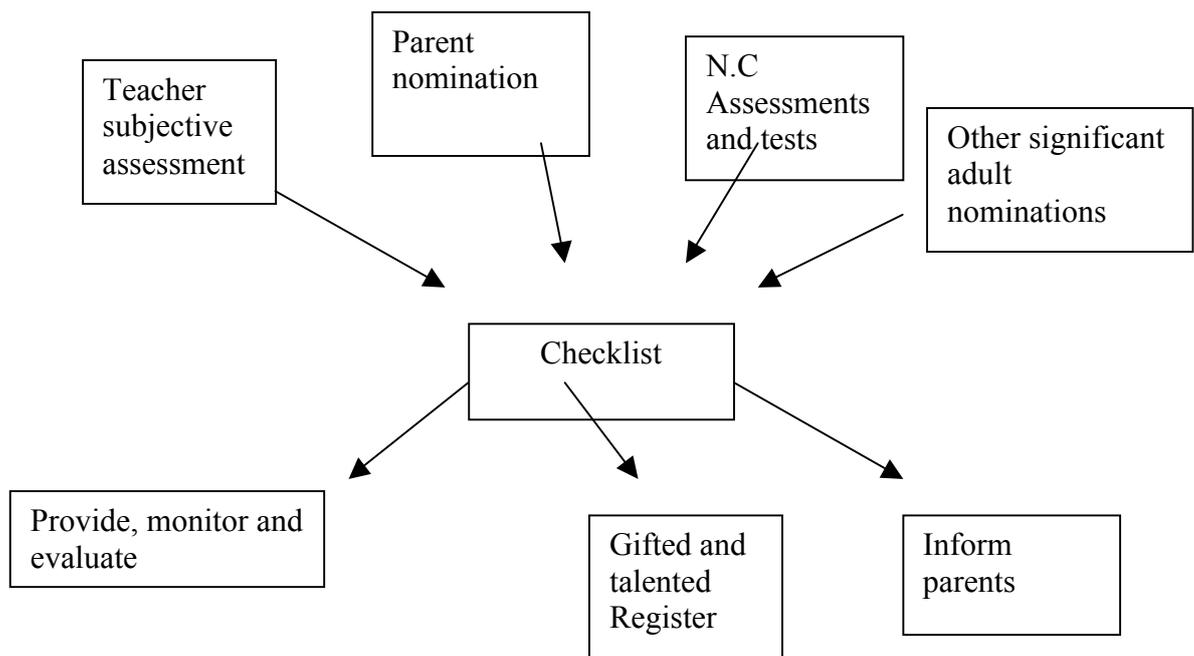
Identification of gifted and talented pupils

Our aim is actively to identify our gifted and talented children. We realise this is easy when a child is apparently good at everything but more difficult on occasions because gifted and talented children may demonstrate some of the following traits:

- they may be very willing to talk but reluctant to put things down on paper. When they do, handwriting and spelling may be poor;
- they may produce high-quality work in one particular subject or area but be unexceptional or even below average in others;
- they sometimes have difficulty getting on with their peer group and concerns about behaviour can sometimes mask their true ability;
- they may be poorly motivated and therefore not producing what the teacher feels they may be capable of;
- there may be factors that mask the child's true ability such as English being an additional language or lack of pre-school stimulation.

Our aim is to try to build up a comprehensive picture of each child's ability using as many indicators and as much information as possible. We will draw the information from:

- detailed records from previous class
- test results (Pips, NFER, SATs, Teacher assessments)
- discussion with the child
- good communication between teachers, including the completion of our Checklist for particular abilities where the teacher feels that is appropriate(see Appendix 2)
- parental information
- summative assessment by the teacher of tasks, which are open-ended enough to allow the child to show what he or she can do.
- teacher familiarity with the characteristics of able children (see Appendix)



Provision

Our aim is to provide good-quality learning experiences for our able, gifted and talented children by adopting the following approaches:

Whole school approach

We aim to achieve the following:

- a climate within school that ensures the children feel good about achieving high standards;
- a climate in which children are taught to get along with each other, feel comfortable with each other and where individual differences are accepted;
- the identification of the particular needs of able children in all our planning. These needs will be general or particular as appropriate.
- the provision of appropriate resources;
- the encouragement of children to be independent in their learning. This will include the provision of opportunities for them to organise their own work, access the resources needed, work unaided, make their own choices about work, evaluate what they are doing and be self-critical;
- children may also be withdrawn in groups to pursue a specific ability or to develop a particular skill (see appendix 1);
- the celebration of achievement whilst maintaining the highest possible expectations.

In the classroom

Our aim is to:

- establish what pupils can already do or have already done to avoid duplication or repetition;
- confront and reduce peer pressure to underachieve;

- provide appropriate challenge through high quality tasks for enrichment and extension, which will always be available, not 'more of the same'; growing out of the topic/ subject being studied by the whole class;
- plan work so that extension tasks are always available for able children; allowing for flexibility to adapt to changing needs/ directions;
- be flexible and varied over pupil grouping- ability, mixed ability, and individual;
- differentiate appropriately through stimuli, resources, tasks, outcomes and responses;
- set individual targets;
- differentiated homework where appropriate;
- celebrate achievement but maintain the highest possible expectations.

Outside the classroom

Our aim is to provide a wide range of enrichment activities for all our pupils including our more able pupils. These will vary but may include after-school clubs and activities such as a wide range of sporting clubs or the learning of musical instruments. The use of outside experts will also play a part (LEA and secondary links).

Organisational details

At Holy Trinity children are taught in mixed ability classes. Class teachers therefore have a responsibility to plan for all levels of ability within their classes. Where children are placed in sets it is accepted that the responsibility to differentiate remains, in order that individual potential can be met. Opportunities for extension and enrichment are addressed wherever possible in our weekly planning. Children identified using the checklist may also be withdrawn in groups to provide development of higher order skills (see Appendix 2).

At Holy Trinity we believe that almost all able, gifted and talented children are best served in their own age group following a teaching program, which enable them to be extended. Thus it follows that it is our primary concern to produce well-rounded human beings.

Role of the gifted and talented co-ordinator

- To co-ordinate the regular use of identification strategies to discover or reconfirm high levels of ability.
- To maintain an updated register of all children who are deemed able, gifted or talented in the school.
- To encourage the use of appropriate practice.
- To maintain an overview of the progress of children who are deemed able, gifted and talented. This will be done through monitoring planning, progress, work scrutiny and lesson observations.

- To consult with staff at all levels and ensure that information is communicated to them.
- To encourage staff to attend INSET and working groups.
- To encourage good home-school relations and the exchange of information with the parents or carers of able, gifted and talented pupils.
- To develop a resource base and support staff in the production of extension materials for particular lessons.
- To promote the use of outside resources and opportunities.
- To communicate relevant information to the head teacher and governors.

Transition to/from schools of different phases

It is the role of the co-ordinator and the class teacher to ensure records of each child's achievements are received or sent on to future schools to ensure progression in their learning.

Process for review and development

This policy and its effectiveness will be reviewed regularly in line with the School Development Plan.

The coordinator for able, gifted and talented pupils will be responsible for encouraging the implementation of the whole school policy.

Appendix 1

Enrichment Groups – 2010/11

Subject	Programme	Time	Who
Numeracy	Brain academy / Mathletics	Autumn / Spring term	KS1 X 6 pupils LKS2 X 6 Pupils UKS2 X 6 Pupils
Battle of the Books	Battle of the books (borough)	Spring / Summer term	Year 4
Lunch and learn		Throughout the year	Dependant on the speaker
Athletics	Breakfast club	Spring / Summer term	KS2
Debating Club		Spring / Summer term	Year 6
Art Club		Spring Term	KS1 x 8 pupils KS2 x 8 pupils
PE coaching		Spring / Summer term	All - Dependant on competition
Writing enrichment		Summer term	KS1 X 6 pupils LKS2 X 6 Pupils UKS2 X 6 Pupils