

Vauxhall Primary School



Able, Gifted and Talented Policy

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VAUXHALL PRIMARY SCHOOL

Updated on:	Changes made / notes:
22/10/13	Change to the title- Able, Gifted and talented. Addition of mention of EEP and plan to accompany. A, G and T to attend pupil progress meetings.
26/11/15	Following meeting with Freya Cioffi, from Federated Wyvil school addition of rationale, review and development added.

Policy for Able, Gifted and Talented pupils

General Rationale

At Vauxhall Primary school we are committed to providing an environment, which encourages all pupils to reach and maximise their full potential. The aim of this policy is to provide an overview of the available provision Vauxhall Primary School has for their gifted and talented pupils.

The provision offered by the Able, Gifted and Talented Policy ensures that children are all encouraged and can make the very most of the opportunities offered.

1: Aims

- Celebrate all the talents and abilities displayed by our pupils.
- Set high standards.
- Enable pupils from all backgrounds, to make full use of their abilities and raise their expectations accordingly.
- Provide all pupils with an enriched and challenging curriculum whilst providing opportunities for able children to work at an increased level and pace, towards their full potential, which we will achieve as a whole school.

2: Defining Ability and Talent

The DoE identifies 'Able, gifted and talented' (G&T) pupils as those who have the potential to achieve to a level significantly above the average for their year group in their school.

Able children are those who have the potential to attain the highest in end of KS tests. The term 'gifted' or "exceptionally able" refers to those pupils who are capable of excelling, beyond expectation, in academic subjects such as History or English whilst 'talented' refers to those pupils who may excel in areas requiring visual or spatial skills such as in PE, drama or art. It is noteworthy that only 2% of pupils nationally are considered to be exceptionally able.

Some Able, gifted and talented pupils may also occur on the special needs register for behavioural, literacy or physical difficulties (dual exceptionality).

Pupils identified as gifted or talented can be identified at any age or stage as they may develop at different rates. Intelligence is not static and different factors can affect the development of intelligence.

3: Identifying Ability and Talent

There are many ways in which we identify children's special abilities and talents. These include:

- Information received from previous schools
- Teacher observations
- Tests and assessments including pre-school records, baseline assessment upon entry to the school, Foundation stage profile, national tests at year2 optional national tests in years 3,4 and 5 and termly assessments in years 1-6.
- Parental identification
- Self and peer-group nomination

We use the following checklist which is helpful in distinguishing between learners who work hard and those who are Able, gifted and talented, but we also need to remember that these children may:

Be withdrawn
Exhibit poor social skills
Show poor motivation due to boredom or low expectations
Disguise their ability to avoid peer pressure/ jealousy
Not present their work neatly
Have language difficulties

BRIGHT CHILD

Knows the answers
Is interested
Is attentive
Has good ideas
Works hard
Answers the questions
Top group
Listens with interest
Learns with ease
Requires 5-6 repetitions for mastery
Understands ideas
Enjoys peers
Grasps the meaning
Completes assignments
Is receptive
Copies accurately
Absorbs information
Technician
Good memorizer
Enjoys straightforward sequential presentation

GIFTED LEARNER

Asks the questions
Is highly curious
Is mentally and physically involved
Has wild, ideas outside the box
Plays around yet tests well
Discusses in detail, elaborates
Beyond the group
Expresses strong feelings and opinions
Already knows
Requires 2-3 repetitions
Understands ideas and finds abstractions
Prefers adults
Draws inference
Creates own projects
Is intensive
Creates a new design
Manipulates information
Inventor
Good predictor
Thrives on complexity

Is alert
Is pleased with own learning

Is keenly observant
Is critical of own learning

All staff are involved in discussing and compiling the Able, gifted and talented register.

Parents at Vauxhall have an important part to play in the identification of their children's abilities and talents and are encouraged to discuss their child's achievements and interests. At Vauxhall primary school we discuss identification at Parent's evenings, when parents and carers are fully informed of their child's inclusion on the Able, Gifted and Talented register.

4: Recording

The pupils identified are listed on the schools Register of Able, gifted and talented pupils. This is copied for each class teacher who ensures all adults involved in teaching the pupils are made aware of the child's place on the register and of their targets, which then informs planning and learning provision.

5: Provision

We employ a number of strategies to ensure that we are providing an enriching curriculum for all children in particular A, G and T pupils. Provision is planned both within the school as well as utilising external partnerships.

Groups

We organise groups based on ability within the classrooms or in separate teaching spaces. Mixed ability groupings are also used within classrooms, to change class dynamics and enable children to be adaptive in learning styles. Children either work with a designated adult or independently within a group. There are A, G and T sessions from year 3- year 6 for mathematics.

In the event of an EAP (exceptionally, able pupil) being identified children will be directed to provisions outside of the school setting, if this is required to meet the needs of the pupil and the use of the EAPP (exceptionally, able pupil, education plan) will be adopted.

Planning

During planning sessions teachers plan carefully to meet the learning needs of all children. We extend and challenge their understanding in various ways

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- A common activity that allows children to respond at their own level;
- Discussions and questioning which require higher order cognitive skills;
- An enrichment activity that broadens a child's learning in a particular skill or knowledge area;
- An individual or group activity within the theme that reflects a greater depth of understanding and a potential for a higher level of attainment;
- Opportunities for children to progress and challenge themselves through their work at their own rate of learning
- Homework, which also enriches learning, is linked to work undertaken in class allowing us further opportunity to set work at children's individual level

Target setting

Targets are set for all children on the Able, gifted and talented register ensuring that those children are striving for achievable high standards. These targets are recorded and monitored on the school's pupil tracking data base which cross reference the school's registers. This enables subject leaders as well as class teachers to track pupil's progress and attainment.

Curriculum extension material

Within each curriculum area we provide extension materials. Subject leaders identify suitable materials that will enhance provision for able learners.

In addition to subject coordinators having specific curriculum extension materials, the able, gifted and talented coordinator provides a collection of challenging material in the form of projects, puzzles, problem solving, discussion topics, etc for enrichment of the curriculum, kept in a designated area. Staff members are also informed of any competitions, quizzes and courses and visits that suitable for able learners.

Extra-curricular activities

We offer rich range of extra-curricular activities including art, sport and music. Children and carers are also kept informed about enrichment programmes for children run by outside agencies and able children are encouraged to attend holiday enrichment courses and activities.

6 Assessment and Reward

Teacher assessment, observation and testing are employed to monitor children's achievements and progress. The progress of the children highlighted on the Assessment Masters database. Pupil progress is regularly monitored to ensure children are reaching their targets.

All children's achievements are celebrated and recognised within the school. The school uses the 'Headteacher's' award and a number of certificate and medal incentives geared towards different areas of the curriculum.

7. Review and Development

Although there is a named Able, Gifted and Talented coordinator curriculum Co-ordinators, parents, support staff and external agencies are also actively

involved in the identification of A,G T pupils and plan for their provision ensuring that for those teaching more able pupils are monitoring the effectiveness of teaching and learning.

The policy will be monitored through staff planning and evaluations. It will also be monitored by systems already in place, such as the schools continuous monitoring and performance management cycle as well as, termly pupil data meetings.

8. The Coordinator/ Subject Leader

One member of staff is responsible for coordinating identification and provision for the Able, gifted and talented children. Their responsibilities include:

- Running of a register and keeping it updated, phase meetings updated/ reviewed every term.
- Supporting staff in identifying those pupils;
- Providing support and advice to staff on teaching and learning strategies;
- Monitoring planning to ensure that suitable tasks and activities are being provided;
- Monitoring children's progress through termly discussions with teachers, at pupil progress meetings. Identifying and responding to underachievement of A, G and T pupils.
- Liaising with parents on teaching and learning strategies.
- Observing classroom practice and evaluating children's work.

- Collating samples of work from high achievers to demonstrate the standards being achieved and aiding the process of identifying able, gifted and talented children.
- Ensuring the policy is reviewed regularly.

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