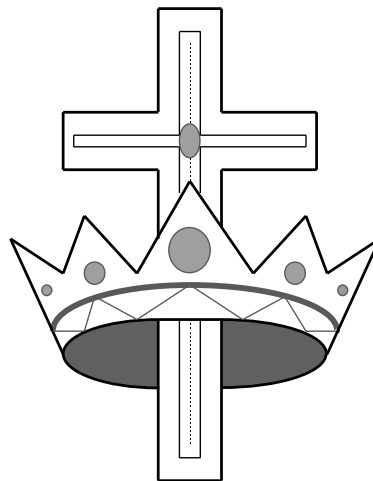


# SS Mary and Michael Catholic Primary School

## Gifted and Able Pupil Policy

Written	October 2018
Updated	



We are all unique and can reach our full potential in the Loving Family of SS Mary and Michael Catholic Primary School.

Walking with Jesus, caring for each other we learn together in the warmth of our school home.

## Able, Gifted and Talented Pupils

In promoting an inclusive curriculum, we aim to provide for all our pupils' needs. All children have a right to opportunities to fulfil their potential and by identifying children who are able, gifted or talented we are able to direct our teaching and design our curriculum and support accordingly.

The principles that we apply to our teaching and the work that goes on in our classrooms enables us to provide a broad and balanced curriculum for all of our pupils. However, the advantages of identifying able, gifted and talented children as a discrete group mean that we may be better placed to plan our future use of resources and we may monitor these children closely to address their needs and help them to achieve their full potential.

The framework for our policy for able, gifted and talented children is as follows

- Identification of able, gifted and talented pupils
- Setting appropriately challenging expectations for their achievement within the school curriculum
- Understanding and planning progression for these children
- Monitoring provision

### Understanding the terms 'Able, Gifted and Talented'.

These terms are used differently even by the DFES and the LEA. In our setting we are identifying children who are

**Gifted:** exceptionally bright, high academic achievers. These children are rare and have noticeable characteristics. They are most likely to excel in a structured subject like mathematics rather than Literacy or History, which require more experience of life to develop the skills of empathy and understanding.

**Able:** These children are *the most able children in each class within each subject or skill area*. This definition is not norm referenced against a national group but allows us to ensure that we address the learning needs of children at the more able end of the ability range. We ask the question "Who is better than average in this class?" The classteacher makes a professional judgement taking into account how many children are in each year group within the class and the total number of children in the class.

**Talented:** These children are *our* most talented in Music, Sport, Art, Drama and Design Technology. Children may also do well in areas that we cannot cover in our school curriculum such as Judo or Tap Dancing or playing a musical instrument. We like to recognise the achievements of individuals as well as academic attainment. This helps us to understand each of our pupils and can make our teaching more effective.

#### Identification of Able, Gifted and Talented Children

This policy avoids suggesting a percentage of pupils to identify as able, gifted or talented simply because such numbers are unrealistic when applied to small year groups.

- These children perform at the highest levels for the age group
- They may attain beyond age related expectations as defined by National Curriculum levels
- Some children show exceptional performance across the subject as a whole while others may be strong in particular aspects

Teacher observation, peer identification and parental views often inform us about talents acquired outside of school. We affirm children who enjoy success outside of school (sports, performing arts, Cubs and Brownies) so that personal achievement is celebrated by us all and does not become unfashionable or kept secret or even derided. All children's successes are praised but talented children do need to understand that they have a special attribute. Being glad when someone does something well is a value that we practise and teach throughout the school.

More able pupils in school may be identified by formal assessments such as PIPS and National Curriculum Levels. Assessment and monitoring is an ongoing process for all pupils. In our small setting the children are very well known to us. We encourage close links with families so that information is shared.

When identifying able, gifted and talented children we are aware that issues such as gender, behaviour and socio-economic factors can mask ability. Children currently identified as the most able in subject and skill areas within our school are noted in Appendix 1. Staff regularly discuss children's progress and update this record.

## **Provision**

- Provision is made across the curriculum, including the use of objectives from the National Literacy and Numeracy Strategies. Extension materials are used when appropriate and advice can be sought from the LEA 'Able, Gifted and Talented' Team.
- Provision may be made beyond the daily literacy and mathematics sessions, including opportunities for extended and independent work. Being able is not about doing more work but being given work at a challenging and interesting level.
- Pupils are encouraged to make links with other subjects and extend the breadth of their understanding.
- Individual pupil target setting is ongoing for all children. Targets may focus on a pupil's level of achievement in work or attitude or aspirations and self-esteem. Children know through discussion with their teacher when they achieve their targets. This is done in a manner that suits their age. Individuals are encouraged to improve themselves and use their talents and abilities as well as they can. Teachers take time to understand the children's interests and this may be a way of developing knowledge and understanding.

## **Planning**

When planning on a daily basis, staff consider the range of abilities and provide challenges for all their pupils.

This involves having high expectations and providing opportunities and challenges so that more able pupils can extend their achievement.

The process includes the following

- Identifying strengths and areas for development
- Providing activities and opportunities to encourage specific skills.
- Offering feedback and encouragement to ensure progression.

There are five key dimensions to planning for our most able and talented pupils:

- Breadth
- Depth
- Acceleration
- Independence

## ■ Reflection

### **Breadth**

Learning objectives may be clustered together. Able children are likely to be able to work at more complex tasks that combine objectives.

Learning objectives may be applied in different contexts. Children may be asked to use or apply their understanding in less familiar contexts.

### **Depth**

A learning objective may be made more demanding. The work through which an objective is taught may have greater complexity or abstraction to challenge able children.

### **Acceleration**

An objective usually set for older pupils may be brought forward. Where there is a clear line of progression in an objective, often in straightforward knowledge or skills, objectives from one or more subsequent years can be used. Mixed-age classes do plan for a wide range of learning objectives because of the range of ability and age.

### **Independence**

Encouraging children to work independently. This includes setting their own tasks, working with minimal support and extending ideas on their own.

### **Reflection**

This entails making a pupil's understanding explicit by reflecting on and evaluating what has been achieved.

### **Cross-curricular links**

More able children are encouraged to apply their knowledge and skills in the different contexts across the curriculum. They are expected to make connections and synthesise work in different areas, making cross-curricular links.

### **Wider opportunities**

Opportunities for extended activities are provided for all children. School organises after school clubs such as Gardening and Craft. Specialist teachers come into school to teach French as well as Flute and Recorder lessons. Visitors are invited to talk to the children about many topics. This supports our work in the classroom and gives children opportunities to pose questions and extend their knowledge.

We make full use of our rural setting and are involved in woodland management projects. School has strong links with the Wyreside Rangers at the Wyreside Ecology Centre. Children also work with the RSPB on projects. This helps to provide a curriculum that is varied and interesting, and motivates pupils, stimulates their learning and fosters different study skills.

School passes on information to families about out of school clubs and courses offered in the locality during term time and holidays. When additional learning opportunities are offered by our local high school, we try to enable pupils to attend. Similarly, we may join with other local schools to give our pupils more opportunities to work with children of their own age or even ability. The school has strong links with four other small schools through the Forest of Bowland Cluster.

### **Monitoring**

The class teachers and subject co-ordinators will monitor the progress of pupils.

This may take place through the following:

- Discussion
- Observations
- Scrutiny of work
- Assessment
- In-service training for teachers and teaching assistants
- Cluster group meetings

### **Characteristics of Able, Gifted and Talented Pupils**

- Creativity and originality - working in new and imaginative ways.
- Ability to make connections between different concepts they have learned - seeing patterns or relationships and applying these to new contexts.
- Independence and perseverance-demonstrating initiative and persistence in completing tasks or pursuing lines of enquiry.
- Capacity to understand new ideas and ways of working quickly.
- Communication skills
  1. Expressing ideas succinctly
  2. Justifying, qualifying and explaining what their opinions and ideas

3. Using language in ways that reflect an appreciation of the knowledge and interests of specific audiences

- Ability to take on demanding tasks - researching, comparing and synthesising information from a range of different sources
- Ability to argue and reason
  - 1. Creating and sustaining accounts and reasoned arguments at more abstract levels in both speech and writing
  - 2. Grasping the essence of any content, re-organising it in ways that are logical and offering new conclusions or insights
  - 3. Asking questions to gain information, justifying choices and taking up or challenging others people's approaches to a problem.

### **Challenges and Thinking skills**

All pupils should be encouraged to develop in the following areas

- Problem solving
- Communicating
- Reasoning

Able, Gifted and Talented pupils need to be challenged so that they are able to

- Pose problems and plan how to solve them
- Make choices about the techniques to apply in different contexts
- Explore connections and look for relationships
- Review their approach as they progress
- Use the correct vocabulary and symbols to describe solutions and methods
- Organise their work and present it in a logical order using a variety of appropriate forms
- Generalise, predict and explain their reasoning
- Understand and investigate general statements
- Identify exceptional cases or counter-examples that do not accord with an argument and justify them.

### **Caring for Able, Gifted and Talented Pupils**

It is important that all our children are given support to grow up happily. Children with a special gift or talent or ability may need help to understand how they are different from their peers and the ways in which they are the same. We always encourage children to 'join in', to 'have a go' and to 'do their best' without applying pressure. We are aware that all children need to have social skills and friends rather than find themselves excluded because they are perceived as being 'different'.

### **Working with Parents and Carers**

We work closely with families and share information about all children's progress. We tell parents when their child is showing ability or working at a high standard. We explain that ability develops at different rates. We urge parents to encourage and support a child who is doing something well. If a child is generally being given work differentiated at a higher level then we explain this provision to the child's parents.