

WINMARLEIGH C.E. SCHOOL



Able, Gifted & Talented Policy

September 2023

Review date September 2025

1. Statement of Intent

Our school aims to offer a secure and stimulating environment, which meets the needs of individual pupils. Pupils who are 'more able' in one or more areas present particular challenges, including many who feel alienated from or pressurised by their age peers and those who engage in patterns of behaviour that may hide their abilities, leading to disaffection and underachievement.

We cannot assume that able pupils will automatically make appropriate progress: it depends on a range of environmental and personality factors, including supporting home, school and learning environments. To make sure that these pupils reach their potential, it is important to adopt and implement appropriate policies and practices to meet their educational and social needs. As for all other pupils, we aim to encourage and support the more able and talented through a broad based, relevant and challenging curriculum, encouraging the pursuit of excellence and celebrating the achievements of each pupil.

2. Aims

In pursuing excellence and equity in the education of able and talented pupils, the school seeks:

1. To support teachers in recognising the wide range of pupils' talents and abilities.
 2. To encourage and support the development of alternative approaches to teaching and learning that engage, extend and challenge able and talented pupils at levels appropriate to their ability.
 3. To provide professional development opportunities for teachers and other appropriate personnel.
 4. To encourage a dialogue between parents, staff and pupils in respect of pupils' special talents, abilities and developmental needs.
 5. To provide a supportive social, emotional, pastoral and educational environment, including the provision of opportunities for contact with similarly able or talented peers within school and the wider community.
 6. To clarify the roles and responsibilities of key personnel.
 7. To monitor the progress of and evaluate the impact of developments arising from this policy.
- We will actively seek students who deserve to be members of the able and talented programme.

3. Who are the able and talented?

The able and talented are defined as a cohort of between 5% and 10% of the schools' population by the DCSF. The group is divided into the able (the academically most able) and the talented (those whose expertise lies in areas such as Drama, Music, Sport, Arts etc. The DCFS guidelines are that they should be in the proportion of 213 able to 113 talented.

Inclusion in the cohort is not permanent. If it is perceived by parties that inclusion is no longer beneficial, students may be moved out, either temporarily, or permanently.

Students need the backing of the gifted and talented coordinator.

Disaffected bright students need to be targeted. Behaviour problems will never be a reason for non-inclusion, nor will being on the Code of Practice (SEN).

We will actively seek students who deserve to be members of the able and talented programme.

4. Identification

Identification will be undertaken using a minimum of two of the following methods:

Staff nomination

SATs information

App and Optional testing

Peer nomination

5. Provision

Able pupils have diverse needs and there is no one "catch-all" approach to teaching and learning. It is clear, however, that appropriate progress will not be made without structured guidance and support. Strategies adopted should attempt to match pupils' education with their abilities and learning needs rather than with their chronological age. The main focus of effort and development, should be to improve provision for able pupils in day-to-day teaching and learning.

Enhanced teaching and learning approaches suited to the needs of able pupils can be developed on a whole-school, generic basis supported by subject-specific developments built into schemes of work.

Ideally, able pupils will experience a mixture of acceleration, enrichment and extension activities.

Acceleration: moving through the curriculum at a faster rate than other pupils;

Enrichment: broadening study by including elements outside of the National Curriculum;

Extension: studying the standard curriculum in more depth; increasing complexity and challenge.

Children will be given opportunities to enhance the curriculum outside the classroom through the provision of study support, clubs, competitions, visits, etc.

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

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

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

- **Breadth**
- **Depth**
- **Acceleration**
- **Independence**
- **Reflection**

Breadth - Able children are more likely to be able to work at more complex tasks that combine objectives. Learning objectives maybe applied in different contexts. Children maybe asked to use or apply their understanding in less familiar contexts.

Depth - A learning objective maybe 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 children is brought forward. Where there is a clear line of progression in an objective, often in straightforward knowledge or skills, objectives from one or more years can be used. In our mixed age classes a wide range of learning objectives are planned for because of the range of ability in the class.

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 different contexts across the curriculum. They are expected to make connections and synthesise work in different areas, making cross - curricular links.

Wider opportunities – For extended activities are provided for all children. A,G and T children and their parents/carers will be provided with relevant information as schools receives it from the A,G and T team.

6. Parental Involvement

The able and talented programme will be a three-way partnership between parents, the student and the school. The coordinator will inform parents and make them aware that their child's ability has been recognised and that the school is seeking to ensure an appropriate educational experience is available.

7. Pastoral Support

It is important to avoid stereotyping able pupils as each child is an individual and some children may need more support than others.

At Winmarleigh Church of England Primary School it is our aim to provide an environment in which able pupils feel secure enough to display their ability, to take risks and to fail. As part of this provision, consideration should be given to the extent to which able pupils have the opportunity to work with others who share their particular strengths and interests.

The school must be aware that identification as an able and talented pupil may lead to peer problems, and therefore must be open to strategies to inform the non-cohort of what the programme entails.

8. Monitoring and Evaluation

A range of quantitative data is available to assist in the monitoring process: the attainment of higher examination grades, value-added analysis of assessment data by ability group, target setting, school development planning and performance management structures.

Other concrete data may include: specific planning for able pupils in schemes of work and lessons plans, evidence of effective differentiation and challenge, improved links with parents, other schools and the development of innovative approaches, enrichment activities within the curriculum.

Whilst more difficult to assess, it is also important to consider qualitative criteria: for example, the impact on pupil motivation, engagement with the curriculum, attitudes to learning, overall ethos, improved skills for independent learning.

Having identified useful sources of information, it is important to use this to evaluate the impact of the policy on the quality of teaching and learning and standards of achievement for the most able. The number of extra-curricular visits is not in itself a valuable criterion of success, but any subsequent impact upon pupil motivation, understanding and attainment would be.

To inform future development, consideration ought also be given to the impact of policy implementation on teachers' and pupils' workload and whether there has been any negative impact for pupils not included in the cohort.

9. Review

The Able and Talented Policy will be updated with staff every two years.