Pool House C.P. School

Able, Gifted and Talented Policy

Aims

The aims of this policy are

- to contribute to the ethos of excellence in the school
- to guide and advise teachers who have children with particular abilities, talents or gifts.
- to raise awareness of those pupils' needs whilst recognising that all pupils may have many abilities and talents in one area or another, some of which will be non-academic or non-curriculum based
- to address the issues of underachievement and the needs of those children who are not fulfilling their potential

The policy provides a framework for the identification of and provision for able, gifted and talented pupils. It encourages teachers to provide opportunities for children to fulfil their potential, by providing challenging classroom environments in which children are enabled to become independent learners, critically aware of their progress and potential, through reflection on and review of individual learning targets.

Definition

Gifted is usually taken to mean a broad range of achievement at a very high level, often accompanied by very well developed learning skills.

Talented is usually taken to refer to one or more specific talents, such as sport or music and not necessarily across all areas of pupil's learning. (Ofsted 2000).

Able, gifted and talented children and young people may be thought of as consisting of 5-10% of pupils within each year group who achieve, or have

the potential to achieve significantly in advance of the average for their year group in their school. This may include pupils with academic abilities (defined abilities in one or more subjects in the statutory school curriculum other than art, music and PE), pupils with talent (defined as those with abilities in art, music, PE and in any sport or creative/performing art, design, technology, ICT or visual, spatial, mechanical, social, leadership skills) and 'all rounders'.
NB: the percentage quoted is relative to the cohort of the school.

Identification

A variety of identification strategies will be employed including:

- Class teacher assessment
- NC assessments
- End of unit assessments
- A,G & T assessments
- SATs results
- Baseline assessments
- Views of other teachers/classroom support staff
- Views of parents
- Views of peers/child's self-assessment
- Views of outside agencies

Identification strategies which are part of the day-to-day classroom provision and are able to inform planning and teaching are the most valid; identification needs to lead to a classroom response which will further the achievement of the learner.

The Learning Environment

The learning environment can have a profound effect on the achievement of all learners. The environment should include:

- Encouragement of individual children
- The setting of individual targets for all children based upon their previous achievements
- Exploring children's interests
- The expectations conveyed to the pupils
- Discovering how the children learn best

- Some open-ended tasks
- Extension activities (furthering age related expectations)
- Enrichment activities
- Investigations, including the children devising their own
- Children making choices and giving reasons and justifications for those choices
- Concept mapping to reveal the child's understanding
- Appropriate teacher language (higher order questioning)
- Setting time limits and ensuring good pace in activities
- Adapted planning for all lessons (not necessarily written or different work)
- Children learning self-correcting strategies
- Children posing questions to each other
- Independent strategies
- Out of class activities
- Where appropriate, giving adequate thinking time

Roles and Responsibilities

The headteacher able, gifted and talented co-ordinator has the overall responsibility for the day-to-day management of all aspects of the school's work in this area, including provision for the able, gifted and talented pupils and the tracking of pupil's achievement. The headteacher will oversee the implementation of the policy, together with the evaluation of the quality of teaching and standards achieved by the able, gifted and talented pupils and any subsequent school improvement strategies and professional development required.

The co-ordinator for able, gifted and talented pupils, will be responsible for:

- aiding identification of individual pupils' needs
- providing guidance to staff
- maintaining a register of identified pupils

Class teachers will be responsible for:

- providing a curriculum and learning environment that allows all pupils to experience challenge
- identifying pupils who are able, gifted and talented and informing the co-ordinator
- involving pupils in self-assessment procedures when reviewing individual learning targets
- building the self-esteem of all pupils

Parental Involvement

The process of identification will be dealt with by school staff who will work closely with the child's parents. There will be a close working relationship with parents who will also be encouraged to support their child at home. Parents will be provided with the necessary information in order to be able to give their child effective support.

Monitoring and Evaluation

It is the responsibility of the co-ordinator for able, gifted and talented pupils, working with the headteacher, to monitor the progress and attainment of pupils. Curriculum co-ordinators will also monitor progress within their curriculum areas.

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