



Holbrook Primary School

Able, Gifted and Talented Pupils: A Policy Statement

Introduction

At Holbrook Primary School we believe that all children within our school community have equal rights to the opportunities offered by education.

This means every child has the right

- to access high-quality educational experience
- to participate in a broad and balanced curriculum which challenges, motivates and rewards them
- to be part of the social life of school

In our school we believe all children should fulfil their potential in their academic, physical and creative achievements.

Statement of Intention

In order to support our able, gifted and talented pupils we will:

- seek the participation of all pupils in learning which leads to the highest possible level of achievement and personal fulfilment.
- develop inclusive practice which will benefit all pupils and the staff working within school
- have high expectations that are supportive of academic success

Definitions

We identify our able, gifted and talented pupils in each year group. These are pupils who achieve, or *who have the ability to achieve*, at a level significantly in advance of their age related expectations.

We have identified pupils with academic ability (defined as ability in one or more subjects in the statutory curriculum other than art, music and PE), and pupils with talent (defined as those with ability in art, music, PE, or in any sport or creative art).

We aim to identify those gifted and talented pupils who have the potential to achieve, but who do not regularly demonstrate high achievement. We aim to identify barriers to achievement and help the pupil overcome them.

Identification

Our identification strategy will make use of data but will also draw on a wider range of qualitative evidence:

- Teacher observation and assessment
- Check- lists of characteristics
- Testing such as SATs etc.
- Pupil profiles
- Background knowledge from parents
- Self-nomination from pupils

The names of pupils identified as able, gifted and talented in our school will be recorded on a high ability register so that their progress can be specifically tracked.

Pupils may be identified at any time.

Organisation

A member of staff will both co-ordinate the school's work on provision for Able, Gifted and Talented pupils (as part of the subject leadership structure of the school) and act as an advocate for these pupils (as part of the school's advocacy structure).

Key Tasks include:

- Exemplify good practice in meeting the learning needs of able, gifted and talented pupils
- Set up and maintain a register in the school of those pupils identified as being able, gifted or talented
- Liaise with class/subject teachers to support provision for those pupils
- Research suitable resources and generally support staff in providing for those pupils
- Develop a resources base as funds allow
- Maintain and increase expertise through reading, attending training etc.
- Provide CPD for all school staff in this area of practice
- Deploy teaching assistants, outside experts, specialists, mentors and other members of the community as appropriate

- Ensure all teachers keep appropriate records re: able, gifted and talented pupils and that these are transferred to the next year group or school as appropriate
- Report to governors

The governing body will appoint one governor as the link governor with responsibility for Able, Gifted and Talented children.

Provision

All teachers will respond to the learning needs of the individual and work within the Teaching and Learning Policy of the school.

A range of strategies will be used. These include:

Organisational:

- differentiated planning
- working with older pupils
- withdrawal groups
- mentoring
- opportunities for children to work in a variety of grouping situations e.g. whole class, group work, paired work, independent study
- differentiated homework
- enrichment days
- master classes within school and within networks
- opportunities to participate in activities outside school which may involve absence from school
- opportunities to celebrate achievements from both school and outside school activities e.g. celebration assemblies

Teaching

- effective use of ICT
- provision of a range of different learning styles
- provide opportunities to develop thinking skills, problem solving, higher order skills and communication skills

Partnership with Parents

The involvement of parents and pupils in a partnership to support learning is crucial in determining educational outcomes. Where parents and pupils are actively involved with schools in the development and planning of the pupil's education, inclusion is more likely to prove successful.

To this end we will;

- discuss their child's inclusion on the school's able, gifted and talented register with parents
- liaise with parents at parent consultations (as a minimum)
- raise concerns with parents as soon as possible
- report on progress annually (annual report)
- communicate external opportunities for extension activities relevant to able, gifted and talented pupils both locally and nationally
- discuss pupil participation in relevant activities outside of school which may involve absence from school
- communicate school's provision in our prospectus and on our website

Monitoring and Evaluation

Provision for able, gifted and talented pupils will be a regular part of the school's monitoring of learning, teaching and pupil progress.

The able, gifted and talented co-ordinator will review the progress of able, gifted and talented pupils on the data wall.

The able, gifted and talented co-ordinator will provide the link governor with a report on progress of gifted and talented provision annually to contribute to the school's annual review and School Development Plan.

Conclusion

This policy will be reviewed in line with the governing body's schedule of policy review. It should be considered alongside other relevant policy statements, in particular the Teaching and Learning Policy.