

Altham St. James CE Primary School

Policy for Able, Gifted and Talented Pupils

INTRODUCTION

This policy is a statement of the entitlement of children with high ability at this school. It has been developed from reading and research, through staff consultation and through professional development.

The policy reflects the expertise of staff within the school and the commitment of the school to support our more able children. The Governors will be aware of these needs and that there should be provision within the budget for resources, where appropriate.

AIMS

- ❖ To support the abilities, personal qualities and talents of all children.
- ❖ To ensure that all children receive an education appropriate to their abilities.
- ❖ To provide teaching which makes learning challenging and enjoyable. To provide higher order thinking and questioning skills.
- ❖ To employ a wide variety of methods of recognition of potential.
- ❖ To recognise under-achievement and to seek to remove it.
- ❖ To stimulate children through extra curricular activities and through curriculum enrichment.
- ❖ To have the expectation that the curriculum for all will be extended by realising the needs of the most able.
- ❖ To train staff and to provide for these aims to be achieved.
- ❖ To compile a More Able, Gifted & Talented Register and enter this on the school census.

DEFINITIONS

Children are defined as more able, gifted and talented in areas of:

- general intellectual ability
- specific aptitude in one or more subjects
- leadership
- creative and performing arts
- sports

- “Gifted” pupils are those who have abilities in one or more subjects in the statutory school curriculum other than art, design and technology, the performing arts, P.E. and in sport. They will be performing well above age-related expectation and will have been identified through teacher assessment.

- “Talented” pupils are those who have abilities in art, design and technology, the performing arts, P.E, or in sport.

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RECOGNITION

We use a range of strategies to identify able, gifted and talented children:

- Transition discussions (with Nurseries and other Primary schools)
- Baseline assessment in Foundation Stage
- Discussion with parents/carers
- Questionnaire to parents/carers (annual)
- Teacher assessment throughout each year
- Statutory assessment in Years 2 and 6.
- Pupil progress meetings between Headteacher and Class teacher (termly)
- Parents Evening discussions

PROVISION AND SUPPORT

The role of the teacher is vital in challenging the thinking of the able, gifted and talented child.

- Work will be targeted to pupils' abilities and previous knowledge, skills and understanding. It will be differentiated by expectation, task, resource, dialogue, support and pace as well as by targeted probing questions. Differentiation will modify the learning experience of the gifted and talented child to promote the opportunities for them to engage in higher-order thinking.
- There will be activities organised to enrich and vary the curriculum experience for all pupils, designed to give specific opportunities for gifted and talented pupils to develop, by drawing them together for specific activities. There will be added breadth and range to a child's attainment and progress through activities and experiences that consolidate and widen the child's knowledge, skills and understanding.
- Challenge/Extension material will be developed to extend and develop the knowledge, skills and understanding of the identified pupils.
- Progression will be possible for identified pupils in particular subject areas.
- There will be collaboration between feeder high schools in order to pursue the development of provision.
- Streaming is not usually recommended because there may be social difficulties through differences in levels of maturity. Most of the time it should be possible to address the needs of these children within the appropriate year group.

COMMUNICATION

At Altham we recognise the importance of communicating effectively with parents.

- An annual questionnaire is provided to parents seeking information about talents. This information is collated and added to the school's AGT register.
- Termly letters are sent out to inform parents if their child remains on the register, and will make reference to any specific progress/achievement.
- Letters are sent to parents if their child has been offered any additional opportunities.

EXTRA-CURRICULAR ACTIVITIES

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These are highly valued for the more able, gifted and talented children and can include:

1. Club activities – curriculum subjects, plus sport, games, competitions.
2. Activity days
3. Themed weeks
4. Day and residential visits
5. The use of specialists e.g. teachers from secondary schools, visiting artists and authors
6. A broad, creative curriculum, giving children a chance to thrive

REVIEW AND DEVELOPMENT

Each term the school will draw up and review a register of AGT children in each year group. The teaching staff in their meetings will keep this list under review. As part of termly progress reviews, the progress of such children will be evaluated and interventions planned accordingly.

SECONDARY TRANSFER

The school will liaise with local secondary schools to provide information on More Able, Gifted & Talented Pupils.

SUPPORT

The Lancashire AGT Team: Chris Webster

Chris Webster is the A, G and T team leader. Chris is a primary schools' adviser and has worked for several years offering support to schools on the needs of gifted and able pupils.

Lancashire Advisory Service
PO Box 606
White Cross Education
Quarry Road
LANCASTER
LA1 3SQ
Tel: 01524 586419

The school is also able to access support through: **NAGC**

THE NATIONAL ASSOCIATION FOR GIFTED CHILDREN (NAGC) has developed ten principles of good practice for schools. They are:

1. Flexibility in meeting needs
2. Valuing diversity, dealing with underachievement
3. A partnership with pupils and parents
4. The leadership of the Headteacher and Senior Team
5. Regular observation and review with early and prompt intervention

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6. High teacher expectations
7. Positive attitudes by teachers who are prepared to “Go the extra mile”
8. Close primary/secondary liaison
9. Good use of external resources
10. The absence of labels, working to the child’s strengths.

MONITORING & EVALUATION

The AGT leader monitors the provision and practice within the school. This includes:

- Ensuring the register is up-to-date;
- Ensuring effective communication with parents;
- Monitoring planning and pupils’ work;
- Monitoring progress (using the tracking system);
- Observing lessons throughout school;
- Supporting staff in the identification of AGT pupils;
- Providing advice and support;
- Liaising with parents and Governors.

POLICY REVIEW

This policy will be reviewed every two years by the AGT co-ordinator.

Date reviewed: _____

Signed: _____ (Headteacher)

_____ (Chair of Gov’s)