

Able, Gifted and Talented policy.

Rationale:

At Town Green school we believe that all pupils are entitled to receive the support and challenge necessary to help them to develop their full potential. The needs of able, gifted and talented pupils are acknowledged as part of our overall inclusion policy. We recognise the importance of identifying a wide range of abilities and talents, and of providing opportunities to nurture them.

Definition of Able, Gifted and Talented:

- We use the DFE term *Gifted and Talented*.
- We use the term 'More able' within our class situation. These pupils demonstrate or have the potential to demonstrate extremely high levels of ability compared to their peers. This may be in one or more areas.
- *Gifted* refers to pupils who achieve or have the ability to achieve at a level significantly in advance of their year within our school, in one or more subjects in the statutory curriculum. These pupils represent 0.5% of the national population.
- *Talented* refers to pupils who have the ability or potential in art, music, P.E., sport or creative arts.

Aims:

- The governors and staff at Town Green Primary School acknowledge the potential of each individual pupil and as such seek to support the more able, gifted and talented pupils within our school through a broad range of opportunities.
- We seek to be inclusive in our approach and sensitive to the potential impact of labelling a group of pupils as more able/ *Gifted and Talented*.
- We aim to provide opportunities for all pupils to reveal, display and extend abilities.
- We believe that supporting the needs of *More Able/ Gifted and Talented* pupils is a factor in raising the achievements for all.
- We believe in providing appropriate challenge within the broad and balanced curriculum of the school.

Identification strategies:

- We aim to identify more able/ gifted and talented pupils using a variety of methods.
- For identification of more able/ gifted pupils in literacy and maths we use termly assessments using Lancashire KLIPs and optional NFER test results in Keystage 2, alongside teacher assessment.
- Teacher assessment and termly science tests are used to identify pupils in science.

- Teacher assessment is used to identify pupils in other curriculum areas.
- Talented pupils will be identified through observation of pupils.
- Teachers are to inform the Able, Gifted and Talented co-ordinator of those children identified.

Provision within school:

We aim within the structure of the school to:

- Group pupils in ways which teachers/ curriculum leaders feel will maximise the quality of teaching and learning.
- Identify in planning differentiated work/ resources and opportunities for open ended and problem solving tasks.
- Develop and provide opportunities for extension work/ projects.
- Provide appropriate support for children when necessary.
- Provide opportunities for professional development of individual teachers to inform teaching strategies.
- When necessary, make contact with outside agencies to support those children who have been identified as 'Gifted' or 'most able'.
- Provide a wide range of extra curricular opportunities to encourage talent to flourish.

Teacher/ Pupil Skill Development across the curriculum:

- We will ensure the teaching of questioning skills to a high level for teachers and pupils.
- We will promote the teaching of thinking and problem solving skills across all the curriculum areas.
- We will provide opportunities to develop effective research and I.C.T. skills.
- We will encourage the development of a wide variety of recording and communication skills.
- We will promote a culture of determination to succeed.
- We will encourage and celebrate the special ability - musical, sporting, drama and art work through assemblies, performances and certificates.

Monitoring, Assessment and Review:

The school has a named person as co-ordinator for Able, Gifted and Talented pupils. The co-ordinator liaises with staff and senior management to monitor the needs and progress of identified pupils.

The co-ordinator will ensure that:

- All teachers are involved in identifying Able, Gifted and Talented pupils within their class.

- Liaise with teachers/ senior management to develop and agree effective methods.
- Collect and monitor data pertaining to the more able pupils.
- Collect and monitor planning and work to ensure the needs of the more able pupils are being met.
- Provide INSET to raise staff awareness.
- When necessary liaise with parents, external agencies, attend meetings when necessary to ensure the needs of more able pupils are understood and met.
- Monitor the effective implementation of the policy.
- Provide information for the governors/ named governor.
- Review the policy in accordance with DFE guidelines.

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