



Policy for able, gifted and talented pupils

Person responsible: Head teacher
Ratified by the governing body: Summer 2018
Date for review: Summer 2021

A handwritten signature in black ink, appearing to read 'Anne-Marie Renshaw', is positioned below the text.

Reverend Anne-Marie Renshaw
Chair of Governors

It is the aim of Messing Primary School to treat all children as individuals and to foster their educational development to the full. Our motto 'Every child Every chance Every Day' is embedded in our school ethos and practice. We aim to provide a safe yet challenging educational environment which will stimulate the development of all students and enable them to maximise their potential.

This policy outlines the purpose, nature and management of the teaching and learning of more able and gifted and talented pupils at Messing Primary.

Aims:

- To ensure that every child is provided with a curriculum that is stimulating, challenging and exciting so that natural abilities and talents are developed.
- To identify pupils who have ability and talents in particular areas and help them to achieve their potential.
- To support and care for the whole child, both socially and intellectually.

Identification

Pupils are identified through:

- Analysis of information gathered during discussion with parents of pupils new to school.
- Observations of children, particularly during the foundation stage
- Outcomes of parent/guardian consultation process
- Analysis of ongoing work, formal and informal assessments (KS1 SATS data, in class tests, teacher assessment)
- Teacher identification through ongoing observations/pupil progress meetings
- Identification by outside agencies (e.g. after school dance, football clubs, etc)

Who are the able, gifted and talented?

This group of pupils is made up of the following:

- Able/Gifted - Academically most able, (in at least one statutory curriculum subject) performing significantly above the level of their peers.
- Able/Talented - showing ability or expertise in art, music, P.E., or any sport or creative art medium.

In addition, we recognise that there might be a group of underachieving pupils, with the potential to achieve in these areas, who could also be included within this group. Our aim is to develop and provide appropriate levels of challenge for all pupils.

Monitoring Progress

- All class teachers are expected to monitor the progress of all pupils they teach including the A G & T.

- Half termly pupil progress meetings are used to track progress of individual pupils and identify where this needs accelerating in order that pupils meet their full potential.
- Outcomes of Pupil Work.
- Regular review of Able, Gifted and Talented Register.
- Pupil perceptions and responses in the form of questionnaires and discussions.
- Monitoring of pupil achievement will be co-ordinated by the Headteacher in conjunction with subject leaders through monitoring of assessments.

The school's Equal Opportunities Policy will ensure that every child is considered irrespective of race, disability, religion or belief.

A register of all children, identified as being more able or gifted and talented, will be maintained by the Headteacher. These children will be monitored to ensure they are fulfilling their potential

Principles of Teaching and Learning:

The following strategies are applied as appropriate, depending on the individual learning needs of the pupil.

- Grouping by ability, so that 'able, gifted and talented' pupils can, from time to time, work together with others of similar ability; this will include working with older pupils, if appropriate.
- Working with pupils of the same chronological age so that they are part of a normal peer group;
- Help to establish relationships with peers, if appropriate;
- Working in mixed ability groups for some subjects where this is deemed appropriate;
- Using collaborative group structures;
- Acceleration, enabling the pupil to move through the curriculum at a faster rate;
- Opportunity to study with greater breadth, depth and pace.(Mastery)

In-class strategies:

- Teachers have high expectation, providing enrichment, challenge and extension opportunities for these pupils as part of their planned differentiation. This applies also to homework tasks.
- Challenge by asking open ended questions and stimulate using a variety of learning styles.
- 'Able, gifted and talented' pupils are challenged within subject areas.
- Assessment for learning.
- Encouraging the advancement of independent research skills, e.g. project work.
- Providing challenging activities, including problem solving, investigation and creative work in any field.
- Pupils are encouraged to develop thinking skills – using problem solving, information processing skills, reasoning skills, enquiry skills, creative thinking skills and evaluation skills.
- Using approaches in a divergent way to encourage lateral thinking.

Out-of-class strategies;

At Messing Primary School we offer a variety of extra-curricular clubs, providing opportunities and experiences not available in the classroom.

The school provides enrichment days / weeks, e.g. Book Days, Creative Arts Week, festivals week, Health Week etc. on a rolling programme.

Pupils with particular musical talent are encouraged to perform in assembly and to have lessons with a specialist teacher.

School productions at various times of the year allow pupils to use acting, singing, speaking and other talents.

Visitors and visits to the theatre, museums, field work centres are organised to enrich the curriculum and stimulate specific interests and talents.

Special events such as school sports day and consortium sports meetings and competitions encourage pupils to be competitive.

Involvement in any local networks for 'able, gifted and talented' pupils.

Links to Other Policies:

This policy links closely to our policy documents for Curriculum, including National Curriculum subjects, and Personal, Social and Health Education (PSHE); Assessment; Teaching and Learning.