



Moordown St John's CE Primary School

Policy for Gifted, Talented and Able Children

**"A Christian community where commitment to
educational excellence changes lives"**

Date ratified by the Headteacher on behalf of the Board of Directors: 10 October 2018

Review Date: September 2019

A copy of this policy in an alternative format, such as large print or different language, may be provided on request from the school office.

Moordown St John's CE Primary School

Gifted, Talented and Able Children

RATIONALE

As a Church of England Primary School, we seek to further the work of Christ by expecting, nurturing and demonstrating the Fruits of the Spirit (Galatians 5) in our day to day lives. The Fruits of the Spirit include Love, Joy, Peace, Goodness, Kindness, Patience, Gentleness, Faithfulness and Self-control.

At Moordown St. John's we also aim to honour and fulfil the United Nations Convention on the Rights of the Child.

'Rights' are things every child should have or be able to do. All children have the same rights. These rights are listed in the UN Convention on the Rights of the Child. Almost every country has agreed to these rights. All the rights are connected to each other, and all are equally important. Sometimes, we have to think about rights in terms of what is best for children in a situation, and what is critical to life and protection from harm. As children grow, they have more responsibility to make choices and exercise their rights.

This policy refers directly to the following articles:

- **Article 29:** "Education should develop each child's personality and talents to the full."
- **Article 3:** "The best interests of the child must be top priority in all things that affect children"

S U C C E S S

SUCCESS (Skills, Understanding, Creativity, Curiosity, Enjoyment, Spirituality, Security) is at the centre of our school's ethos and identity.

S – **Skills** that embed knowledge for a life full of learning and healthy relationships

U – **Understanding** how knowledge and concepts can be applied and built upon to achieve deep learning

C – **Creativity** to use skills and knowledge imaginatively to express oneself and solve problems

C – **Curiosity** to explore, investigate and understand the world

E – **Enjoyment** of life and of learning

S – **Spirituality** where faith is nourished, respected, challenged and lived

S – **Security** in themselves and who they are to reach their full potential

This policy, which aims to support the effective learning of those children who have been identified as able, gifted or talented, is a subsection of the school's overall policy for Inclusion and should also be read in conjunction with the Teaching and Learning Policy, the Assessment Policy, the Behaviour Shaping Policy and the Equality Policy.

Definitions

This policy recognises that there are no universally accepted definitions of able, gifted and talented children. As a school we have chosen to adopt the terminology **able**, **gifted** and **talented** to apply to three different groups of children and our definitions of these terms are -

Able – This definition refers to pupils who achieve at a higher level in comparison to their peers within their year group, in one or more curriculum subjects in the statutory curriculum. The able register identifies the children and the area in which they are able. A child can obviously be able in more than one area of the curriculum.

Gifted – This definition is more difficult to define, but can include pupils who achieve at a **significantly** higher level in comparison to their peers. The gifted register identifies the children and the area in which they are gifted.

Talented – This definition refers to pupils who display an enhanced ability or potential in art, music, PE, dance or creative art. The talented register identifies the children and the area in which they are talented.

There is also a talented board in school where photographs and articles are displayed to celebrate the successes of our talented children. Talented children are also encouraged to share their talents and their commitment to their areas of talent at key stage assemblies and by bringing in medals, certificates etc to share with their peers.

Aims

As a school we aim

- To ensure that we accurately and consistently **identify** pupils who are, or who have the potential to be, able, gifted or talented.
- To ensure that we **provide** for the learning needs of those children who have been identified as able, gifted or talented.
- To **monitor** the progress of children who have been identified as able, gifted or talented.
- To ensure that we **prepare** the children identified for the opportunities, responsibilities and experiences of life.

Identification

The school has chosen to adopt the following procedures to identify able, gifted and talented children

- Analysis of whole school attainment data in the termly progress checking meetings
- Teacher identification – observation, in class, but also on school field trips or residential trips; in child initiated learning activities
- Analysis of a range of evidence – observation, homework, child initiated activities, written work, formal and informal assessment etc
- Parent and pupil self nomination with supporting evidence – especially for children who have a talent not evident in school life – eg dancing, acting ability or sport

Identification is not an end in itself. Inclusion on the able, gifted and talented register is regularly reviewed and children's names are added to, and removed from, the able, gifted and talented register at regular termly intervals, following the progress checking meetings.

Parental and pupil involvement

- Opportunities for parents to be involved with assemblies and talent sharing sessions
- Opportunities for parents to be involved with home learning
- Effective communication between parents and school about outside school activities
- Through feed back opportunities on termly reports
- Regular parents' evenings and informal opportunities for parents to talk with teachers
- Parents invited to share their children's talents with the school

Provision

We aim to provide a broad, balanced and rich curriculum that encourages all children to pursue and develop their individual interests and abilities. The development of our curriculum means that children are being exposed to learning opportunities in areas they may not have previously been exposed to, and there is potential to identify other areas of strength. For the vast majority of pupils, provision will be made within normal curriculum planning, provision of greater depth opportunities and personalised learning. Planning needs to also address pace, depth and breadth of the learning of the able or gifted child. A variety of teaching and learning approaches are necessary to ensure that all pupils have a clear opportunity to demonstrate their strengths. All classrooms will provide an effective learning environment for all children.

For able pupils this may include –

- a challenge/extension task,
- teacher focused sessions,
- sharing work with other year groups,
- explaining their learning to other children,
- support from other schools,
- activities involving other schools

For gifted pupils this may include –

- a self directed task,
- an open ended task,
- sharing work in acts of worship,
- entering national competitions,
- mini project work opportunities

For talented pupils this may include –

- sharing talents,
- demonstrating during PE lessons for example,
- allowing children time out of school for additional coaching opportunities (this is considered on an individual basis),
- photo board of children excelling in their activities,
- specialist clubs and after school opportunities,

- children talking about their specialism in key stage assemblies and showing trophies, medals etc

Sometimes additional provision will be made for small groups of able, gifted or talented children. This will be on a short term basis. For example an able writers club was run for several weeks leading up to a national writing competition; a science club for able and gifted scientists was also run for a term; the art club run at school was offered to talented artists.

If any specialist input is required, then help will be sought from teachers in a higher key stage or other Local Authority professionals. Additional assessment could take place in school if it was felt to be beneficial or the Educational Psychologist may be asked for specialist assessments and advice if necessary.

Roles and responsibilities for able, gifted and talented children

All teachers have a responsibility for teaching and providing an appropriate curriculum for the able, gifted and talented children and for monitoring their progress.

There is also a designated teacher with responsibility for overseeing the implementation of this policy for able, gifted and talented children. This teacher is also the inclusion leader.

Policy review

Having been carefully considered by the Headteacher, this policy was ratified for publication on 0 October 2018

This policy will be reviewed on an annual, with the next review being due in January 2019. However, this will be brought forward should changes in protocol be recommended by either the Department for Education, the Diocese or the Local Authority.

Signed:



Headteacher

Date: 10 October 2018