



Calder Vale St. John's CE Primary School
Scorton CE Primary School
Able, Gifted and Talented Policy



Policy Agreed by Staff: September 2012
Policy Agreed by Governors: October 2012
Review Date: September 2015
Able, Gifted and Talented Coordinator: Mrs R Harwood
Governor: Mr S Ingleson, Calder Vale; Mrs E Diggins, Scorton

Rationale

In promoting an inclusive curriculum, we aim to provide for all our pupils' needs. All children have a right to opportunities to fulfil their potential. By identifying children who are able, gifted or talented we are able to direct our teaching and design our curriculum to support them accordingly.

Educational research evidence suggests that where the needs of the most able are addressed effectively, standards of education for all pupils rise.

Definitions

Our school uses the definition provided by Lancashire Education Authority which states that:

Talented children are those with a particular ability in art, music, sport or the performing arts.

Able children are those with the potential to achieve at a higher level than the majority of their peers in the "academic" subjects. Children may have ability within one or more areas of the curriculum.

Gifted children are those capable of exceptional performance representing around 0.5% of the population nationally.

This policy avoids suggesting percentages of pupils to identify because such numbers are unrealistic when applied to small year groups.

Aims

- To create a culture and ethos in which success is celebrated.
- The school seeks to maximise the potential of all pupils, including the able, talented and gifted.
- Focusing on classroom provision for the most able enables us to provide a broad and balanced curriculum for all our pupils.

Identification

This is an ongoing process in which a wide range of evidence must be considered:

1. The school will use the full range of quantitative data available from: PIPs assessments, optional QCA assessments, NFER assessments, records from previous class/school, internal test results, national tests, individual subject formative assessment sheets...
2. The school will use a full range of qualitative evidence based on "characteristics of able pupils" checklist: Question readily, persevere when motivated, think divergently, communicate fluently, analyse, show creativity, engage with complexity, perceive patterns, grasp new ideas rapidly, take risks, spot illogicalities or inconsistencies, make links, may underachieve.

Teacher observation/nomination is central but parent, peer and self-nomination may be appropriate.



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Provision

In providing opportunities for the gifted, talented and able pupils teachers experiment and use a variety of approaches that could involve:

- Enrichment – broadening study by including elements outside the national curriculum
- Acceleration – moving through the curriculum at a faster rate than other pupils
- Extension – studying the standard curriculum in more depth; increasing complexity and challenge by using more advanced approaches. For example, open ended problem solving, hypothesis formulation, independent research, evaluations, and decision making

More able pupils need:

- To work at an increase pace with less practice
- To be given choices
- To work independently with the teacher offering support without interference
- To have extended tasks that may be of an abstract nature, open ended or linked to the real world
- Time to reflect on their learning
- To be given the opportunity to manage their own learning

Involving Parents

All parents must be made aware that their child's ability has been recognised and that the school is aiming to provide an appropriate educational experience for them.

Pastoral Support

The school must provide an environment in which able pupils feel secure enough to display their ability, to take risks and fail.

Monitoring and Evaluation

The success of the policy will be monitored and evaluated by the Able Gifted and Talented Coordinator on a yearly basis.