



Tarleton Holy Trinity Church of England (Aided) Primary School

www.tarletonholytrinity.org

Able, Gifted and Talented Policy (October 2022)

POLICY



*Tarleton Holy Trinity
Church of England (Aided) Primary
School*



Able, Gifted and Talented Policy

This policy reflects the Christian ethos and vision statement of our school.

Our Vision Statement

Value... Dream... Achieve...

As a loving Christian family, our aspiration is for all pupils to flourish, safe in the belief that we, “...can do all things through Christ, who strengthens us” Phil 4:13. Everyone is valued, we all achieve and our dreams for the future begin.

Introduction

At Tarleton Holy Trinity Primary School we aim to provide a curriculum that is appropriate to the needs and abilities of all our children. We plan our teaching and learning in such a way that we enable each child to reach for the highest level of personal achievement. This policy helps to ensure that we recognise and support the needs of those children in our school who have been identified as 'gifted' or 'talented'.

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 an Able, Gifted & Talented register

Definitions

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

Able pupils are those with the potential to achieve at a higher level than the majority of their peers in 'academic' subjects.

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

Able pupils, therefore, are the 'top group' in each class in your school, whatever your intake, and gifted pupils are the 'top group' nationally. It is important to understand that the DfE and the National Strategies often use the term 'Gifted' to describe both able and gifted pupils.

The school mission statement identifies the importance of valuing the individuality of all our children. The Christian aims of our school make specific reference to teaching and learning that takes into account the needs of all children. They also identify the commitment to giving all our children every opportunity to achieve the highest of standards. This policy guides the way in which this happens for our able, gifted and talented pupils.

Identification of more able and very able children

We use a range of strategies to identify more able and very able children. The identification process is ongoing and begins when the child joins our school. Each child's pre-school record gives details of their achievements and interests in particular areas. Discussions with parents and carers enable us to add further details to these records.

Children undergo baseline assessment within the first half-term of joining our reception class. This gives information about their developing skills and aptitudes across several areas of learning. We use this information when planning for individual needs.

As the children progress through the school, we use regular assessments to ensure that they are making progress in line with expectations and personal targets. We identify them as more able and very able children when they achieve high levels of attainment across the curriculum, or in particular skills or aspects of subjects.

The children undertake national tests in Year 2 and Year 6. Teachers also make regular assessments of each child's progress in all subjects of the National Curriculum. We compare the information from these assessments with a range of national and Local data, in order to ensure that each child is making appropriate progress.

Formal assessment of each child's progress in reading, writing and numeracy are recorded termly and these are formally evaluated with the head-teacher. Teachers discuss the children's progress with parents at the termly consultation evenings, and report each child's progress in the end of year written reports.

Aptitudes in English and Mathematics and Science

More able and very able children in English are identified when they:

- demonstrate high levels of fluency and originality in their conversation;
- use research skills effectively to synthesise information;
- enjoy reading and respond to a range of texts at an advanced level;
- use a wide vocabulary and enjoy working with words;
- see issues from a range of perspectives;
- possess a creative and productive mind and use advanced skills when engaged in discussion.

More able and very able children in Mathematics are identified when they:

- explore a range of strategies for solving a problem;
- are naturally curious when working with numbers and investigating problems;
- see solutions quickly without needing to try a range of options;
- look beyond the question in order to hypothesise and explain;
- work flexibly and establish their own strategies;
- enjoy manipulating numbers in a variety of ways.

More able and very able children in Science are identified when they:

- explore a range of strategies for solving a problem;
- use and apply the six key questions relating to investigatory science
- see solutions quickly without needing to try a range of options;
- look beyond the question in order to hypothesise and explain;
- work flexibly and establish their own strategies;

Teaching and learning style

Teachers in our school plan carefully to meet the learning needs of all our children. We give all children the opportunity to show what they know, understand and can do, and we achieve this in a variety of ways when planning for children's learning by providing:

- a common differentiated activity that allows the children to respond at their own level;

- an enrichment activity that broadens a child's learning in a particular skill or knowledge area;
- an individual activity within a common theme that reflects a greater depth of understanding and higher level of attainment;
- the opportunity for children to progress through their work at their own rate of learning.

Children meet a variety of organisational strategies as they move through the school. Each strategy supports all children in their learning, but gives due regard to the more able and very able learner.

Individual pupil targets in Literacy and Maths are set throughout the school. All classes have identified ability and mixed ability groups of children. The more able group are regarded as being or having the immediate potential to be very able & talented pupils.

Teachers and the head-teacher review the progress of children each term, and children move between the groups as appropriate. This enables teachers to plan work that reflects the varying abilities within each group.

We offer a range of extra-curricular activities for our children. These activities offer more able and very able children the opportunity to further extend their learning in a range of activities. Opportunities include a range of sporting and musical club, book club, lego club, homework club, ICT club and gardening club. These activities are open to all pupils and enables the talented pupils to develop their talents.

Learning is also enriched through regular homework activities and independent studies linked to the work being undertaken in classes. This offers teachers a further opportunity to set work at the level of individual children.

The children will also have the opportunity to experience a range of educational visits that further enrich and develop learning.

Management strategies

The head teacher and AGT co-ordinator monitor the provision and practice within the school for more able and very able children. This includes:

- monitoring teachers' planning to ensure that suitable tasks and activities are being undertaken by more able and very able children across all curriculum areas;
- regularly reviewing the teaching arrangements for more able and very able children;
- monitoring the progress of more able and very able children through termly discussions with teachers;
- supporting staff in the identification of more able and very able children;
- providing advice and support to staff on teaching and learning strategies for more able and very able children;
- liaising with parents, governors and LEA officers on issues related to more able and very able children.

The head & AGT co-ordinator monitor this policy on a regular basis and gives feedback to the governing body. The monitoring includes feedback from parents and children, as well as regular classroom observations of teaching and learning, and termly evaluations of children's written work.

Review and Development

Each year the school will draw up a register of able 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 school is able to access support through the Lancashire AGT Team and the NAGC THE NATIONAL ASSOCIATION FOR GIFTED CHILDREN (NAGC) has developed ten principles of good practice for schools.

<https://www.nagc.org/>

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
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.

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Document reviews

We are aware of the need to review our school's documents regularly so that we can take account of:
new initiatives, changes in the curriculum, developments in technology etc.

This policy was written in October 2022

and will be reviewed in October 2024.

Signed by:

Member of staff responsible for this policy

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Governor responsible for this policy

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