



# **ABLE, GIFTED & TALENTED POLICY**

## **QUEEN BOUDICA COMMUNITY PRIMARY SCHOOL**

# ABLE, GIFTED AND TALENTED POLICY

## Queen Boudica Primary School

### INTRODUCTION

This policy is a recognition of the entitlement of children with high ability at this school. It also reflects the commitment of the school to support the able child through high-quality provision, so that these children make accelerated progress and achieve their full potential.

### 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, employing 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 address it.
- ❖ To stimulate children through extra-curricular activities and curriculum enrichment opportunities.
- ❖ To have the expectation that the curriculum for all will be extended by realising the needs of the most able.
- ❖ To provide quality training to staff and opportunities for the sharing of best practice.
- ❖ To audit provision for high ability pupils and identify where improvements can be made
- ❖ To compile a Gifted & Talented Register and enter this on the School Census
- ❖ To work in partnership with parents/carers and any appropriate partners in determining provision for high ability pupils

### DEFINITIONS

Children are defined as gifted and talented in areas of:

- general intellectual ability
- specific aptitude in one or more subjects
- leadership and intrapersonal skills
- creative and performing arts
- physical and/or sporting ability

‘Talented’ children are particularly able and show aptitude in creative or performance subjects; drama, sport, art, music, etc.

‘Gifted’ pupils excel in academic subjects such as Literacy, Mathematics and Science and will be performing, or have the potential to be performing well above their chronological age.

'More able' pupils are those who are performing above their chronological age.

## **RECOGNITION**

Children are continually assessed by means of ongoing teacher assessments and standardised tests throughout the school. In addition the following methods will be used:

- ❖ teacher observation
- ❖ checklists
- ❖ background knowledge
- ❖ the expertise of the Able, Gifted and Talented Leader in supporting the judgement of the teacher
- ❖ peer nomination
- ❖ parent/carer nomination

The school will seek to use a range of recognition measures when making a judgement as to whether a pupil may be gifted or talented.

## **CURRICULUM**

The school will seek to provide an enriched curriculum for all children. Through this it will be possible to identify the most able as well as provide for them.

## **ORGANISATION**

It is usually possible to address the needs of higher ability children within the appropriate year group. However, there will be times when it will be appropriate for children to work with older children ('acceleration'), through curricular activities and through visits to secondary schools. Withdrawal groups can be used but these must be done sensitively, taking into account the age of the pupil. Mentoring by adults or other children may also be employed

## **CLASSWORK**

Enrichment/extension work is provided by all teachers in all classes as part of normal differentiated provision. Working with others of like ability at certain times is important. This can be made possible by group work, or by the use of setting. Differentiation should provide activities requiring higher order thinking skills. Gifted children need to be challenged. The role of the teacher is vital in challenging the thinking of the gifted child.

## **EXTRA-CURRICULAR ACTIVITIES**

These are highly valued for the gifted and talented child and include:

1. Club activities – curriculum subjects, plus cooking, gardening, etc.
2. Activity days and Master classes. These may be organised by the school, often in partnership with the North Colchester Primary Partnership.
3. Day and residential visits.
4. The use of specialists e.g. teachers from secondary schools, visiting artists and authors.

5. A broad, creative curriculum, giving children a chance to thrive

## **CO-ORDINATING AND MONITORING**

The following people can support this through regular reviews:

1. Headteacher
2. Able, Gifted and Talented Leader
3. Key Stage/Phase Leaders
4. Subject Leaders
5. Governor with responsibility for Gifted & Talented Children.

## **REVIEW AND DEVELOPMENT**

Each year the school will draw up a register of Gifted and Talented and able children in each year group. The Able, Gifted and Talented Leader and the Senior Leadership Team will keep this list under review. Their progress will be closely monitored. Gifted and Talented children will be entered on the School Census. It is possible that children may be entered on to or withdrawn from the register during the school year.

## **SECONDARY TRANSFER**

The school will liaise with local secondary schools to provide information on Gifted and Talented pupils.

## **SUPPORT**

The school is able to use a range of online resources and publications in order to keep up-to-date with the current thinking on able, gifted and talented pupils. The National Association for Gifted Children (NAGC) is a particularly useful organisation. Appendix A includes a list of key principles for the school to think about when planning for the effective provision of able, gifted and talented children.

## **POLICY REVIEW**

The Able, Gifted and Talented Leader will review the policy annually and ensure that staff are consulted before recommending it to the governing body for adoption.

## Appendix A

THE NATIONAL ASSOCIATION FOR GIFTED CHILDREN (NAGC) has developed ten principles of good practice for schools. 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.