

DRAYTON COMMUNITY INFANT SCHOOL



Able, Gifted and Talented Policy

Approved:
Reviewed

Able Gifted & Talented Policy

September 2011

1. Statement of Intent

'Norfolk LA is committed to providing a rich, inclusive personalised and challenging curriculum for all it's learner; one that promotes the highest standards and encourages each and every individual to achieve their full potential...'

Gifted and Talented Pupils in Norfolk Schools 2007

Our school aims to offer a secure and stimulating environment which meets the needs of individual pupils, through a personalised learning approach. Pupils will be offered a personalised curriculum which ensures all have the opportunity to achieve their potential.

We cannot assume that able pupils will automatically make appropriate progress: it depends on a range of environmental and personality factors, including supporting home, school and learning environments. To make sure that these pupils reach their potential, it is important to adopt and implement appropriate policies and practices to meet their educational and social needs. As for all other pupils, we aim to encourage and support the more able and talented through a broad based, relevant and challenging curriculum, encouraging the pursuit of excellence and celebrating the achievements of each pupil. We will ensure that all have opportunity to an extensive curriculum whereby ability, gifts and talents can be expressed.

2. Aims

In pursuing excellence and equity in the education of able, gifted and talented pupils, the school seeks:

1. To support teachers in recognising the wide range of pupils' talents and abilities.
2. To encourage and support the development of alternative approaches to teaching and learning that engage, extend and challenge able and talented pupils at levels appropriate to their ability.
3. To provide professional development opportunities for teachers and other appropriate personnel.
4. To encourage a dialogue between parents, staff and pupils in respect of pupils' strengths, abilities and developmental needs.
5. To provide a supportive social, emotional, pastoral and educational environment, including the provision of opportunities for contact with similarly able or talented peers within school and the wider community.
6. To monitor the progress of and evaluate the impact of developments arising from this policy with all stakeholders.

3. Who are the able, gifted and talented?

The able, gifted and talented are defined as a cohort of between 5% and 10% of the schools' population by Norfolk County Council.

Our school definitions:

- Able describes learners who have the potential and ability to excel academically in one or more subjects such as English, drama, technology;
- Gifted and Talented describes learners who have the ability to excel in practical skills such as sport, leadership, artistic performance, or in an area of vocational skill.

Pupils' developments can change, therefore being registered as able, gifted or talented is a fluid process to suit the individuals' needs. Students have the backing of the able, gifted and talented coordinator (Mrs Besenzi, DHT). All pupils will be assessed against the criteria, including those on the SEN register, underachievers and those with behavioural issues. We will actively seek students who require the support of the able, gifted and talented programme.

4. Identification

Identification will be undertaken using a minimum of two of the following methods:

Staff nomination

Data tracking (Termly and pupil progress meetings) - attainment, achievement and 'value added'

Peer nomination

Other assessments

Evidence from outside school (see section 6)

A register of able and talented pupils will be kept by the A, G and T Coordinator and can be accessed by staff at all times. Identification processes will be ongoing to allow entry to the cohort at any point.

Identification will be a whole school continuous process which does not discriminate against particular groups, is flexible and includes later or early developers.

5. Provision

Planning, teaching and assessment will allow for personalised learning to suit all individuals. They should be given opportunities to take risks and sometimes make mistakes. They will be able to discuss things meaningfully with the teacher, other adults, or other able children.

Children will need help in managing their ability so that they don't feel they need to 'show-off'. This will ensure they are able to remain socially able within their cohort and peers.

Stakeholders will create a climate where 'having a go' is valued as much as 'getting it right'. There will be breadth, depth and pace within the learning experiences.

Enhanced teaching and learning approaches suited to the needs of able pupils can be developed on a whole-school, generic basis supported by subject-specific developments built into schemes of work.

Ideally, able pupils will experience a mixture of acceleration, enrichment and extension activities.

Acceleration: moving through the curriculum at a faster rate than other pupils;

Enrichment: broadening study by including elements outside of the National Curriculum;

Extension: studying the standard curriculum in more depth; increasing complexity and challenge.

Children will be given opportunities to enhance the curriculum outside the classroom through the provision of study support, clubs, competitions, visits, etc. A 'Shine Week' will be offered for all pupils (annually, usually in the Autumn Term), where talents of local community figures (musicians, engineers, police officers, sportsmen, etc) can be shared. Those who may underachieve due to 'privilege' can access the MAD funding (through the SLT).

Teaching staff will use questioning, such as 'how' and 'why' and allow further thinking time. Quality First teaching and the Personalisation agenda will be at the forefront of all learning at Drayton Community Infant School.

Although the children have their strengths, they may have weakness too. This will be monitored, with good self esteem, motivation and high aspirations key to fulfilling their potential.

The school prides itself on it's AfL (Assessment for Learning) which is monitored closely by the SLT and subject leaders.

6. Parental Involvement

Parents will be informed of their child's strengths at parent interviews. Suggestions for support will be offered here. Children develop at different rates and these strengths may change in their pace. Therefore, they will be acknowledged appropriately.

Parents will be asked to share their child's home strengths, talents and hobbies during the school 'Shine Week'. These will be used by the class teacher to support planning for personalised learning.

7. Pastoral Support

It is important to avoid stereotyping pupils as each child is an individual and some children may need more support than others.

At Drayton Community Infant School it is our aim to provide an environment in which able pupils feel secure enough to display their ability, to take risks and to fail. As part of this provision, consideration should be given to the extent to which able pupils have the opportunity to work with others who share their particular strengths and interests.

8. Monitoring and Evaluation

The Able, Gifted and Talented Coordinator will monitor the content of this policy in action within the school.

To inform future development, consideration will also be given to the impact of policy implementation on teachers' and pupils' workload and whether there has been any negative impact for pupils not included in the cohort.

9. Review

The Able, Gifted and Talented Policy will be updated with staff according to the policy review timetable.