

St Bernadette's Catholic Primary School

Able, Gifted and Talented Policy

The Mission for St Bernadette's Catholic Primary School is,

"to ensure a happy and secure learning environment where we celebrate the dignity and worth of all in our school community.

As a Christian community we recognise that in loving others we love Jesus and so help each other to reach our full potential."

Therefore this policy is an integral part of the school's broader development of maximum inclusion of educational opportunity for all pupils and states our commitment to providing an environment in which all pupils are enabled to realise their potential.

Aims

This policy is intended to support the following aims:

- The raising of aspiration for all pupils
- High expectations of achievement for all students
- Greater enterprise, self-reliance and independence for all students

In order to achieve these aims, we will ensure that all pupils have opportunities to develop specific skills or talents.

Definitions

There are many definitions of gifted and talented,

- 'Gifted' learners are those who have abilities in one or more subjects in the statutory curriculum other than art and design, music and PE;
- 'Talented' learners are those who have abilities in art and design, music, PE or performing arts such as dance and drama.

The term 'gifted and talented' is not to be understood as referring to the most able children in the national population. The term should be seen as relative and refers to the top 5% to 10% of any school, regardless of the ability profile of pupils at the school.

A gifted pupil is one who has the capacity for or demonstrates high levels of performance in an academic area.

A talented pupil is one who is in the top 5-10% of those with a specific ability in a non-academic area such as:

- Physical talent
- Visual/performing abilities
- Mechanical ingenuity
- Outstanding leadership and social awareness
- Creativity.

An able child is one who is within the high ability group of a class and has a potential to achieve Greater Depth at Key Stage 1 and has a potential to achieve Greater Depth at Key Stage 2.

Within the school we recognise that gifted and talented pupils can be:

- good all rounders
- high achievers in one area
- of high ability but have poor writing skills.

We also recognise that those pupils who are gifted and talented do not always show their ability. Such pupils are gifted and talented even though their abilities may be hidden or remain as potential.

Identification

Gifted and talented pupils are identified by making a judgement based on an analysis of various sources of information including:

Termly teacher assessment and evaluations
Test scores (eg yearly and end of key stage assessments)
Teacher nomination (based on classroom observation, discussions with pupils, work scrutiny)
Peer or self-nomination
Parental nomination
Predicted test/ examination results
Reading ages

This information is collated by the gifted and talented subject leader and the assessment subject leader and is made available to all staff.

Organisational and in-class approaches

Important strategies include:

- The coherent management of pupil groupings (whether in mixed ability groups or ability sets) and recognition that whilst there may be a higher concentration of gifted and talented pupils in some groups there will be pupils who have gifts and talents in all groups.
- The provision of opportunities for gifted and talented pupils to work with pupils of similar ability. This will mean that it is appropriate for pupils to work with older pupils occasionally.
- Mentoring and additional provision for pupils of exceptional ability.
- The provision of enrichment/extension activities and tasks.
- Differentiation within subject areas.
- The development of independent learning by allowing pupils to organise their own work, to carry out tasks unaided, evaluate their work and become self-critical.

It is important that all teachers are aware that:

- Unnecessary repetition of work is de-motivating and de-motivated pupils will not always demonstrate potential
- There is sometimes peer pressure to under-achieve.

Assessment

Once identified the progress and attainment of gifted and talented children is monitored each term through teacher evaluations in Reading, Writing, Mathematics and Religious Education.

These ongoing evaluations provide the teacher and subject leader with the necessary information to improve the provision we offer and raise attainment further.

Out of class activities

The following are offered on a regular basis and, although these benefit all pupils, they are particularly apt for ensuring that pupils who have potential in these areas are given opportunities to practise and extend their skills.

- Enrichment days/weeks
- Residential experiences
- School clubs
- Musical and sporting activities.

Co-ordination and monitoring

The gifted and talented subject leader has overall responsibility for

- (i) ensuring that the policy is implemented
- (ii) co-ordinating the monitoring of progress
- (iii) ensuring that the professional development programme includes relevant aspects of gifted and talented provision.

This policy is reviewed regularly by the gifted and talented subject leader in conjunction with the headteacher.

Signed: (Governor) Date / /

..... (Headteacher) / /