

School Policy	
School	St Martins school
Name	Policy for Able, Gifted and Talented Pupils
Statutory Policy	no
Members of Staff Responsible	Headteacher /SLT.
Date of Review of current document , term / year	Summer 2018
Review Cycle	2 Years
Website	Yes
Approval body.	Local Governing Body
Legislation/ dfe guidance doc.	National Curriculum
Trust policy	No
Stakeholders; staff / students / parents / community	staff / students / parents / community
Other policy to be taken account of	Curriculum Plan, Homework Policy and CID projects

St Martins School

Policy for Able, Gifted and Talented Pupils

Rationale

All children have a right to receive a broad and balanced education that takes individual differences into account. At St Martins School we aim to provide a curriculum that meets the needs of all of our pupils. All class teachers have a role in developing and supporting Able, Gifted and Talented pupils. The Inclusion Manager has a role in supporting the pastoral needs of Able, Gifted and Talented pupils.

Aims of the School

We wish that children in this school

- Enjoy education and perceive it as a lifelong process
- Achieve their maximum potential in all areas of the curriculum and school life
- Develop the attitude, skills and understanding necessary to exercise independence and initiative
- Develop lively, enquiring minds with the ability to question and reason
- Begin to appreciate the wide range of cultures and beliefs in the world and through this develop the qualities of respect and tolerance
- Develop high standards of behaviour and a courteous manner
- Are encouraged to reflect on issues relating to their life and welfare, now and in the future.

To further these aims, it is the intention of staff and governors to maintain a school community where relationships between children, parents and staff are based on mutual trust and respect.

The school is committed to further raising standards of achievement for all pupils.

This policy outlines the school's practices and procedures relating to the support of able, gifted and talented pupils.

Definitions

"Gifted and talented pupils are those pupils who achieve, or have the ability to achieve, at a level significantly in advance of the average for their year group."

DfES Guidelines

The DfES use the term 'gifted' to describe academic ability and the term 'talented' to describe pupils who have a special ability in the arts or sport.

At St Martins School we identify approximately 5 – 10 % of each cohort to include on our Able, Gifted and Talented register. Of this percentage, the DfES has suggested that 2/3 of the pupils are identified as being 'gifted' and 1/3 'talented'. Pupils with ability in more than one area should be included in the 'gifted' list.

Identification Methods

At St Martins we aim to use a wide range of identification strategies including:

- Background knowledge and information from nursery and/or previous teachers & schools
- Ongoing teacher observations and assessments, record keeping.
- Testing (Foundation Stage records, SATs, Optional SATs, end of unit assessments, Mock exams).
- Discussion with pupils
- Pupil nomination
- Peer nomination
- Discussion with parents
- Consultations between class teacher, key stage co-ordinator and Able, Gifted and Talented Co-ordinator
- Consultation with outside agencies and specialists.

Identification

When identifying pupils, we look for the following:

- Creative flair
- Stamina and perseverance
- Communication skills
- Ability to take on demanding tasks
- Arguing and reasoning
- Awareness of language.

Identification Criteria for each subject area

Reference has been made to the National Curriculum Guidance on teaching gifted and talented pupils website (www.nc.uk.net/gt). Please see separate document entitled 'Gifted & Talented Pupil Identification Criteria'. This document has two purposes:

- As a checklist of skills and abilities
- As an indicator of assessment possibilities.

Identification by class teacher

Once identified the class teacher will enter the child's name on the Able, Gifted and Talented list and complete a referral form that outlines the reason for identification and the provision.

Identification by other staff and visitors to the school

Other members of staff and visiting teachers may also identify pupils in consultation with the class teacher and the Able, Gifted and Talented Coordinator. Once identified a referral sheet will be completed.

Identification by parents/pupils/peers

Parents/peers/pupils discuss nominations with the class teacher and the Able, Gifted and Talented Coordinator. Once identified a referral sheet will be completed.

Provision in lessons

Our aim is to provide good quality learning experiences for all our pupils and encourage them to reach their full potential.

Within the school

The following strategies are employed where appropriate;

- Varied and flexible groupings (including mixed ability, similar ability, similar interests, friendship, single and mixed gender)
- Differentiation by task & through the use of questioning (including homework)
- Differentiation by outcome

- Group target setting in English and Numeracy
- Encouraging pupils to be independent learners
- Encouraging pupils to make choices about their work and evaluate what they do
- Where it is considered advantageous, children may work with older children for particular lessons, or in exceptional circumstances, pupils may be accelerated into higher year groups
- Provide high quality tasks for enrichment and extension materials appropriate to pupils' abilities
- A range of learning styles.

Organisational Approaches

A range of organisational approaches are used to ensure the needs of the child are being met, including:

- Setting
- Withdrawal groups
- Target setting
- Differentiation strategies
- Enrichment opportunities
- Clubs
- Celebration assemblies.

Provision out of class

We will endeavour to create links with outside organisations/schools if appropriate and encourage pupils to attend.

In some cases, the school may consider providing financial support for a particular length of time.

Members of staff will encourage pupils to celebrate the success and talents of other pupils.

Homework tasks may be set if appropriate. Please see the CID projects.

Transfer and transition

A form has been created by the co-ordinator that will enable information to be passed on to new schools or secondary schools.

Parents

The school has a clear policy in relation to the parents of Able, Gifted and Talented children. Parents will be informed about their child's gift or talent during Parents' Evening in the Autumn Term. Following this, provision will be decided on and ways parents can help at home will also be suggested. Progress will be reported on during Parents' Evening at the end of the Summer Term.

Resources

The school is in the process of reviewing its current provision for able, gifted and talented pupils. Resources are being purchased and organised by the co-ordinator. Subject co-ordinators are a useful source of advice regarding extension activities.

Monitoring and evaluation

The co-ordinator is responsible for evaluating and monitoring the provision for gifted and talented pupils. Time will be spent each term monitoring planning and lessons to ensure that the needs of our gifted and talented pupils are being met. The policy will be reviewed each year.

Policy date: January 2019

Review date: 2021

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