



COLD HARBOUR
C of E Primary School

More Able & Talented Policy

<u>Presented to...</u>	<u>Date</u>	<u>Signature</u>
Senior Leadership		(Head)
Staff Team		(Head)
Governing Body		(Head) (Chair)

Review Date: _____

Cold Harbour CE Primary School

Policy Ethos Statement

Ensuring that our children have every opportunity to develop the confidence and capacity to become successful, lifelong learners is a key task for us.

Cold Harbour is a school committed to 'Growing, Learning, Achieving Together' with strong Christian values underpinning this.

- ✓ **Growing** in confidence, faith, personal awareness and ability
- ✓ **Learning** in creative, fun, technologically assisted and investigative ways
- ✓ **Achieving** as individuals, teams and as a whole school community across a diverse range of opportunities
- ✓ **Together** through our shared Christian values of tolerance, faith, guidance, respect and nurture.

This policy will clearly define how the procedures and opportunities in school will enable all children to achieve our key aims.

'Do all the good you can,
By all the means you can,
In all the ways you can,
In all the places you can,
At all the times you can,
To all the people you can,
As long as ever you can.'

(John Wesley)

Rationale

At Cold Harbour CE Primary School we believe in personalised education so that all children can reach their potential. We seek to provide learning opportunities for all abilities across a range of curriculum areas so that talents can be nurtured in many areas of school life.

Our provision for more able, gifted and talented pupils may come through specific and planned opportunities in lessons, at home or through extra-curricular activities. As an inclusive school we believe that more able, gifted and talented children should be provided not only with differentiated work to challenge and motivate their abilities, but also that their learning should impact positively on their peers, raising attainment throughout the school. For example, more able, gifted and talented children may lead mixed ability group learning opportunities, feedback their knowledge to the class or take part in investigations at their own level. All of this feeds into an acknowledgement that all children have the right to a personalised learning experience.

Aim

In order to support our more able, gifted and talented pupils we will

- seek the participation of all students in learning which leads to the highest possible level of achievement and personal fulfillment.
- develop inclusive practice which will benefit all pupils and the staff working within school
- have high expectations that are supportive of academic success.
- ensure effective inclusive practice which will lead to school improvement.

Definitions

The terminology our school will use to define our higher achieving pupils will be 'More Able', 'Gifted' and 'Talented'

More able pupils are those identified as being above the core of the class in any curriculum area

Gifted pupils are those who have the ability to excel academically in one or more subjects such as English, Maths, History etc.

Talented pupils are those who have the ability to excel in practical skills such as sport, DT, leadership, artistic performance etc.

We will strive to identify those gifted and talented pupils who have the potential to achieve, but do not regularly demonstrate high achievement and we will seek to identify barriers to that achievement and help the pupil overcome them.

Identification

Our identification strategy will make use of hard data and also draw on a wider range of

qualitative evidence e.g.

- Teacher observation and assessment
- Check lists of characteristics
- Testing such as SATs etc.
- Pupils profiles
- Background knowledge from parents/carers
- Curriculum opportunities

The names of pupils identified as more able, gifted and talented in our school will be recorded on our More Able, Gifted and Talented register so that their progress can be specifically tracked.

Pupils may be identified at any time, as talents may become apparent as the year progresses or as learning opportunities evolve. Gifted and talented pupils on the register

are those who achieve, or who have the ability to achieve, at a level significantly in advance of their age related expectations.

We identify children who are more able, gifted and talented for Literacy, Maths and other curriculum areas. Once identified pupils will remain on the register unless they cease to meet the criteria for nomination. The register is updated and reviewed by staff on a termly basis.

Organisation

We have appointed a member of staff responsible for developing co-ordination of the work of more able, gifted and talented pupils.

Their role is to:

- Exemplify good practice in meeting the learning needs of more able, gifted and talented pupils
- Set up and maintain a register in the school of those pupils identified as being more able, gifted or talented
- Liaise with class/subject teachers to support provision for those pupils
- Monitor planning to ensure provision for more able, gifted and talented pupils
- Research suitable resources and generally support staff in providing for those pupils
- Develop a resources base as funds allow
- Keep themselves up to date with developments in this field through
 - School membership of NACE (National Association for Able Children in Education), NAGTY (National Academy for Gifted and Talented Youth)etc.

- Reading including websites such as ‘Young, Gifted and Talented’ from the DfE or subscriptions to periodicals e.g. Aquila
- Attendance at relevant training
- Deliver or manage CPD for all school staff in this area of practice
- In consultation with the school leadership team deploy learning assistants, outside experts, specialists, mentors and other members of the community as appropriate
- Ensure all teachers keep appropriate records for more able, gifted and talented pupils and that these are transferred to the next year group or school as appropriate

Provision

This will depend on the individual learning needs of the pupil. At Cold Harbour School we will

consider a range of strategies such as:

Organisational

- differentiated planning to include a minimum of Support, Core and Extension
- setting
- Opportunities for children to work in a variety of grouping situations eg whole class, group work, paired work, independent study
- Opportunities to undertake research or to ‘find out more’ over an extended period of time as identified by a pupil
- Homework e.g termly challenge
- Enrichment days e.g. science workshops, creative week
- Master classes within school and within networks e.g Extended Service opportunities
- Extra-curricular activities e.g. school orchestra, sports clubs (football, cross country)
- Facilitated opportunities to participate in activities during the school day which may involve absence from school - Caldecotte centre visits for active problem solving
- Opportunities to celebrate achievements from both school and outside school activities e.g. celebration assemblies

Teaching

- provide for a range of different learning styles
- use a range of questioning skills
- effective use of ICT
- provide opportunities to develop thinking skills, problem solving, higher order skills and communication skills

Partnership with Parents

The involvement of parents and students in a partnership to support learning is crucial in determining educational outcomes. Where parents and pupils are actively involved with schools in the development and planning of the pupil's education, inclusion is more likely to prove successful.

To this end we will:

- liaise with parents as necessary
- communicate external opportunities for extension activities relevant to more able, gifted and talented pupils both locally and nationally
- discuss pupil participation in relevant activities outside of school which may involve absence from school
- communicate school's provision in School Prospectus

Named Coordinator and Named Governor

Our co-ordinator is Louise Aird

Our named governor is TBC whose responsibilities are to:

- ensure the needs of gifted and talented pupils remain high profile
- liaise with the gifted and talented coordinator regarding provision and local/national initiatives

Monitoring and Evaluation

Provision for more able, gifted and talented pupils will be a regular part of the school's monitoring of learning and teaching. The more able, gifted and talented co-ordinator will provide the governors with a report on progress with gifted and talented provision annually to contribute to the school's annual review and School Development Plan.