



## St. Patrick's R.C. Primary School



Forming lives ready to face the future

Able, Gifted and Talented Policy		
Date	Review Date	Coordinator
September 2018	September 2019	M Ryan

### St. Patrick's RC Primary School Policy for Able, Gifted and Talented Pupils

#### Rationale

At St. Patrick's RC Primary School we believe that all children within our school community have equal rights to the opportunities offered by education.

This includes the right

- to access high-quality educational experience,
- to participate in a broad and balanced curriculum which challenges, motivates and
- rewards them.
- to be part of the social life of school.

In our school we aim that children should fulfil their potential in their academic, physical and creative achievements.

#### Statement of Intention

In order to support our 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 fulfilment.
- develop inclusive practice which will benefit all pupils and the staff working within
- schools
- 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

- able
- more able (gifted)
- talented

We have identified our able, gifted and talented pupils in each year group. These are pupils who achieve, or who have the ability to achieve, at a level significantly in advance of their age related expectations.

We have identified pupils with academic ability (defined as ability in one or more

subjects in the statutory curriculum other than art, music and PE), and pupils with talent (defined as those with ability in art, music, PE, or in any sport or creative art) and 'allrounders'.

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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.
- Pupil's profiles
- Background knowledge from parents
- Other tests
- Curriculum opportunities

The names of pupils identified as able, gifted and talented in our school will be recorded on a high ability register so that their progress can be specifically tracked.

Pupils may be identified at any time. We expect class teachers and the gifted and talented co-ordinator (the Headteacher) to be fully involved in discussing individual pupils.

Once identified pupils will remain on the register unless they cease to meet the criteria for nomination.

#### **Organisation**

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

Their role is to;

- Exemplify good practice in meeting the learning needs of able, gifted and talented pupils
- Set up and maintain a register in the school of those pupils identified as being able, gifted or talented (please refer to Appendix D for an example)
- Liase with class/subject teachers to support provision for those 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 subscriptions to periodicals e.g. Aspire
- Attendance at relevant training
- Deliver or manage CPD for all school staff in this area of practice
- St. Patrick's RC Primary School Able, Gifted and Talented Policy 3
- Deploy teaching assistants, outside experts, specialists, mentors and other
- members of the community as appropriate
- Ensure all teachers keep appropriate records re: able, gifted and talented pupils
- and that these are transferred to the next year group or school as appropriate
- Using the school's data framework track pupil progress and report to
- governors annually

#### **Provision**

This will depend on the individual learning needs of the pupil and be in accordance with our Learning and Teaching policy.

We will consider a range of strategies:

#### **Organisational**

- differentiated planning to include a minimum of support, core and extension
- working with older pupils
- withdrawal groups
- mentoring
- opportunities for children to work in a variety of grouping situations e.g. whole
- class, group work, paired work, independent study
- homework
- enrichment days
- master classes within school and within networks
- facilitate opportunities to participate in activities outside school which may
- involve absence from school
- opportunities to celebrate achievements from both school and outside school activities e.g. celebration assemblies

#### **Teaching**

- effective use of ICT
- provide for a range of different learning styles
- 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;

- discuss their child's inclusion on the school's able, gifted and talented register with parents
- liaise with parents at parent consultations (as a minimum)
- hold termly reviews against targets
- report on progress annually (annual report)
- communicate external opportunities for extension activities relevant to 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 our prospectus and annual report to parents

#### **Named Coordinator and Named Governor**

Our co-ordinator is Mr Ryan

Our named governor is Mr Wilson whose responsibilities are to ensure that able, gifted and talented provision:

- is always on the agenda for teaching, learning and school management.
- is included in the School Profile
- is included in School Prospectus

#### **Monitoring and Evaluation**

Provision for able, gifted and talented pupils will be a regular part of the school's monitoring of learning and teaching.

The able, gifted and talented co-ordinator will review the progress of pupils identified on the high ability register termly.

The able, gifted and talented co-ordinator will provide the governors with a report on progress of gifted and talented provision annually to contribute to the school's annual review and School Development Plan.

#### **Process for Development and Review**

This policy will be reviewed in accordance with our programme of policy review and as part of our annual review for the School Development Plan.

<b>Headteacher:</b>	M. Ryan	<b>Date:</b>	September 2018
<b>Chair of Governing Body:</b>	G. Wilson	<b>Date:</b>	September 2018