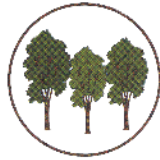


Greenvale Primary School



ABLE, GIFTED & TALENTED POLICY

Policy Date	October 2020
Signed by Head Teacher	Mrs A Allnutt
Review Date	October 2022



Greenvale Primary School

Able, Gifted & Talented Policy

Policy Owner – Mrs Amanda Allnutt, Head Teacher

Policy Date – October 2020

Review Date – October 2022

Section 1 - Monitoring

- 1.1 The Head Teacher will monitor the application of this policy and take appropriate steps to ensure that it is operating effectively.
- 1.2 The policy will be reviewed bi-annually to ensure its effective application.
- 1.3 This policy is consistent with the schools' General Data Protection Regulation (GDPR) Policy
- 1.4 **Linked Policies**
 - 1.4.1 **General Data Protection (GDPR) Policy**
 - 1.4.2 **Child Protection Policy**
 - 1.4.3 **Teaching and Learning Policy**
 - 1.4.4 **Special Educational Needs (SEN) Policy**

Section 2 – Aims and Rationale

- 2.1 At Greenvale Primary School, we believe that all children have the right to a broad, balanced and relevant education that provides continuity and progression whilst taking into account individual differences.
- 2.2 We aim to develop each child to his/her full potential by providing a happy, secure, rich learning environment where children will be given every encouragement to develop intellectually, emotionally, socially and physically.
- 2.3 We plan our teaching and learning in such a way that we enable each child to reach for the highest level of personal achievement.

- 2.4 We aim to have a consistent approach to the identification and support of Able, Gifted and Talented pupils through:
- 2.4.1 An agreed, shared definition of the terms 'able, gifted and talented'.
 - 2.4.2 Identification of talented or gifted pupils as early as possible.
 - 2.4.3 Substantiating identification by the use of objective assessment measures.
 - 2.4.4 Meeting pupil needs with a range of appropriate strategies.
 - 2.4.5 Raising staff awareness of the range of strategies available to them.
 - 2.4.6 Providing access to a suitably differentiated and challenging curriculum.
 - 2.4.7 An emphasis on creating opportunities for pupils to identify their talents and for abilities to flourish.
 - 2.4.8 Fostering a culture of achievement by creating a learning environment.
 - 2.4.9 Working in partnership with parents/carers to help them promote children's learning and development.
 - 2.4.10 Making use of the links with other schools and the wider community to enhance learning opportunities.

Section 3 – Definition

- 3.1 Our definition of ability recognises academic and practical performance as well as those who show outstanding artistic, musical and creative talent, physical skills, leadership qualities and the ability to process ideas and information. It also recognises that a child may possess this potential although performance may not reflect this.
- 3.2 In our school we use the term 'Able' to identify those pupils which are working at the top 10% for their age in the school.
- 3.3 Nationally the term 'Gifted' refers to pupils who have abilities or who have the potential for these abilities, in one or more academic subjects in the statutory curriculum.
- 3.4 The term 'Talented' refers to pupils who excel or who are potentially able to excel in one or more specific subjects such as art, music, PE, or performing arts.
- 3.5 The following areas have been identified as being the main areas of ability and are based on the 'Howard Gardner Seven Intelligences'. Following DfES guidelines, category A includes 'Able' and 'Gifted' pupils, and B to E pupils who are 'Talented'. We also seek to identify pupils who fit into these categories in the future and who are not fulfilling their potential.
- 3.5.1 Intellectual – aspects of English, Mathematics and Science.
 - 3.5.2 Artistic and Creative - Art, Design, Music and Drama
 - 3.5.3 Practical – Design and Technology, Mechanical Ingenuity
 - 3.5.4 Physical – PE, Sports and Dance
 - 3.5.5 Social – Personal and interpersonal, leadership qualities, working with adults.
 - 3.5.6 A pupil could be recognised as 'Gifted' or 'Talented' by who is presently not reaching his/her full potential.

Section 4 – Identification Strategies

- 4.1 We use a wide range of strategies to identify more 'Able' and very 'Able' children.
- 4.2 The identification process is ongoing and begins when the child joins our school and involves staff, pupils, and parents/carers.
- 4.3 This will be initiated by the class teacher in conjunction with Key Stage leaders and pupil progress meetings.
- 4.4 Data taken into account will include:
 - 4.4.1 Information from parents/carers.
 - 4.4.2 Information from previous teachers or pre-school records.
 - 4.4.3 Discussions with pupils.
 - 4.4.4 Identification by staff using professional judgments, classwork and test and assessment results.
- 4.5 Appropriate strategies will be put in place and class teachers will ensure that planning is differentiated to challenge individual children.
- 4.6 Each child will be placed on the "Able, Gifted and Talented Register"
(See Appendix 1)
- 4.7 The "Able, Gifted and Talented Register" will list, across the school, pupils that have been identified as being 'Able', 'Gifted' and/or 'Talented' in the cross-curricular areas that have been outlined. It will include a summary of the strategies that are taking place to support and encourage and the anticipated outcomes.
- 4.8 In addition to these procedures, a means of providing parents/carers with the opportunity to inform the school of any particular strengths which their child(ren) possess will take place:
 - 4.8.1 Through parent/carer consultation meetings.
 - 4.8.2 Through existing baseline profiling arrangements.
- 4.9 The following ways can be used to identify 'Able', 'Gifted' and 'Talented' children:
 - 4.9.1 Quick learning.
 - 4.9.2 Choose unusual ways and methods of working.
 - 4.9.3 Appreciate a sense of humour.
 - 4.9.4 Capable of creative thinking and problem solving.
 - 4.9.5 Able to grasp and master new concepts, aiming for perfection.
 - 4.9.6 Dislike criticism from others.
 - 4.9.7 Have an unusual resistance to put pen to paper.
 - 4.9.8 Have vivid and unusual imaginations.
 - 4.9.9 Are adept at finding patterns, relationships, reasoning, abstracting and generalising.
 - 4.9.10 Produce correct answers to very complex questions intuitively without having to write anything down.
 - 4.9.11 They often do not see the point of recording their methodology.
 - 4.9.12 Have good memories.
 - 4.9.13 Respond positively to challenges.
 - 4.9.14 Are easily frustrated and resistant to repetitive tasks.
 - 4.9.15 Are capable of higher-order thinking skills such as analysis, synthesis and evaluation.
 - 4.9.16 Have wide and sophisticated vocabularies.

- 4.10 More 'Able' and most 'Able' children in English are identified when they:
 - 4.10.1 Demonstrate high levels of fluency and originality in their conversation.
 - 4.10.2 Use research skills effectively to synthesise information.
 - 4.10.3 Enjoy reading and respond to a range of texts at an advanced level.
 - 4.10.4 Use a wide vocabulary and enjoy working with words.
 - 4.10.5 See issues from a range of perspectives.
 - 4.10.6 Possess a creative and productive mind and use advanced skills when engaged in discussion.
- 4.11 More 'Able' and most 'Able' children in Mathematics are identified when they:
 - 4.11.1 Explore a range of strategies for solving a single problem.
 - 4.11.2 Are naturally curious when working with numbers and investigating problems.
 - 4.11.3 See solutions quickly without needing to try a range of options.
 - 4.11.4 Look beyond the question in order to hypothesise and explain.
 - 4.11.5 Work flexibly and establish their own strategies.

Section 5 – Provision

- 5.1 Some or all of the following will be used to support 'Able', 'Gifted' and 'Talented' pupils:
 - 5.1.1 Differentiated planning – stimulus, resources, tasks, outcome and response.
 - 5.1.2 Providing appropriate challenge – high quality tasks for enrichment and extension.
 - 5.1.3 Ability grouping for Literacy and Numeracy where appropriate.
 - 5.1.4 Varied and flexible grouping when necessary, e.g. ability, mixed ability and individual acceleration, etc.
 - 5.1.5 Setting appropriate targets for reading, writing and maths.
 - 5.1.6 In school enrichment opportunities, e.g. 'Able' maths days and sports days, etc.
 - 5.1.7 Out of school enrichment days
- 5.2 The Inclusion Manager, alongside the Key Stage Leaders will coordinate this provision and will take responsibility for the following areas:
 - 5.2.1 Linking to subject areas of curriculum development and updating of resources.
 - 5.2.2 Organising INSET and providing advice to other teachers.
 - 5.2.3 Liaison with parents/carers, encouraging their support and involvement.
 - 5.2.4 Maintaining central records.
 - 5.2.5 Overseeing the monitoring process, e.g. attending Pupil Progress meetings termly.
 - 5.2.6 Reviewing and evaluating the effectiveness of this policy.
 - 5.2.7 Establishing and maintaining effective links with other schools and agencies.

Section 6 – Organisation

- 6.1 The following ways can be used to support and develop 'Able', 'Gifted' and 'Talented' pupils in school:
 - 6.1.1 Differentiated planning to include minimum of support, core and extension
 - 6.1.2 Working with older pupils.
 - 6.1.3 Intervention / Booster groups.
 - 6.1.4 Mentoring.
 - 6.1.5 Opportunities for children to work in a variety of grouping situations, e.g. whole class, group work, paired work, independent study.
 - 6.1.6 Home work.
 - 6.1.7 Enrichment days.
 - 6.1.8 Facilitate opportunities to participate in activities outside school.
 - 6.1.9 Acceleration

Section 7 – Teaching

- 7.1 The following strategies are for all staff to use to create challenge in the classroom:
 - 7.1.1 Plan / do / review
 - 7.1.2 Working from difficult text.
 - 7.1.3 Using a range of text or information.
 - 7.1.4 Recording in an unusual way.
 - 7.1.5 Role play.
 - 7.1.6 Problem solving and enquiry tasks.
 - 7.1.7 Choice in how to handle content.
 - 7.1.8 Decision making.
 - 7.1.9 No correct answer.
 - 7.1.10 Giving the answer, they set the question.
 - 7.1.11 Using one text or artefact.
 - 7.1.12 Allowing pupils to do the planning.
 - 7.1.13 Time-restricted activities.
 - 7.1.14 Developing metacognition.
 - 7.1.15 Higher-order thinking.
 - 7.1.16 Introducing technical language.
 - 7.1.17 Modelling experts.
 - 7.1.18 Philosophy
 - 7.1.19 Book talk

Section 8 – Monitoring and Evaluation

- 8.1 Provision for 'Able', 'Gifted' and 'Talented' pupils will be a regular part of the schools monitoring of teaching and learning.
- 8.2 The 'Able', 'Gifted' and 'Talented' leader will review the progress of pupils identified on the high ability register termly.

What does 'Gifted' and 'Talented' mean?

'Gifted' and 'Talented' describes children with the ability or potential to develop significantly ahead of their peers.

'Gifted' learners are those with abilities in one or more academic subjects such as Maths or English.

'Talented' learners are those who have skills in areas such as sport, music, design and technology, or are exceptionally creative.



**Greenvale Infant
&
Nursery School**

Inclusive Quality first teaching for all

High expectation
Range of questioning styles
Shared target setting with teacher
Open ended class/homework task
Use of TASC wheel & multiple intelligence learning styles
Planning for higher order skills

Classroom Differentiation

Focussed guided sessions
Personalised learning
Mastery across the curriculum
High order questioning
Differentiated homework
More 'Able' challenge intervention groups.
Talk for Writing, Big Maths

School Based Enrichment and Extension

Clubs – Cooking, Crafty Crafters, ICT, Rounders, Around the World
Sports Coach – Partnership with Greenacre Academy to provide termly seasonal sporting activities
Workshops – Working with a local Outstanding School to provide cross-curricular focussed and challenging workshops
Science – Science Dome visit, Mobile Farm, Development and Growth of farm animals, Jaws and Claws
Enrichment Visits – Local Farm, Historic Dockyard, Beach Walk, Local Environmental Walks
SMSC / Cultural Visits – Supporting charities relevant to the local area, celebrating cross-cultural milestones such as Diwali, Easter etc.,

Section 8 - Appendices:

Appendix 1 – Able, Gifted and Talented Register

Appendix 2 – Useful websites / links for Parents / Carers and activities for children.



**Able Gifted and Talented Register
2020 – 2021**

Year Group		Class Name:		Term:	
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Pupil Name	Vulnerable Information			Subject Area <i>Please provide details for each pupil outlining their abilities.</i>						Action
	PP	SEN	EAL	English	Maths	Science	Art & Design	PE	Other	

Pupil Name	Vulnerable Information			Subject Area <i>Please provide details for each pupil outlining their abilities.</i>						Action
	PP	SEN	EAL	English	Maths	Science	Art & Design	PE	Other	



Useful Websites and Links for Parents/Carers and Activities for Children

**Greenvale Infant
&
Nursery School**

Organisation	Website Details	Organisation Details
<p>Mensa</p>	<p>www.mensa.org.uk/gifted-talented/children</p> 	<p>British Mensa currently has around 1,300 Mensans under the age of 18.</p> <p>These are full members of the society and are offered the same range of benefits as adult members including magazines and newsletters, special interest groups and social events. Newsletters, articles and advice can be found on their website.</p>
<p>Children's University</p>	<p>www.childrensuniversity.co.uk</p> 	<p>The Children's University (CU) Trust is a charitable trust that provides 7 to 14 year olds (and 5 to 6 year olds with their families) with exciting and innovative learning activities and experiences outside normal social hours.</p>
<p>Potential Plus UK</p>	<p>www.potentialplusuk.org/</p> 	<p>Potential Plus UK is an independent charity that supports the social, emotional and learning needs of all children with high-learning potential of all ages and backgrounds.</p> <p>There is information about children and young people who have been identified as 'Gifted' and 'Talented' as well as those that have:</p> <ul style="list-style-type: none"> • The ability to achieve but who, for whatever reason, are not achieving their potential. • Those who are dual and multiple exceptional ('Gifted' with a disability or learning difficulty) • The profoundly 'Gifted'.
<p>The Brilliant Club</p>	<p>www.thebrilliantclub.org/the-brilliant-club-for-pupils/info-for-parents-and-carers/</p> 	<p>The Brilliant Club is an award-winning charity that exists to increase the number of pupils from under-represented background progressing to highly-selective universities.</p>