



Chadsmead Primary Academy

Able, Gifted and Talented Pupils Policy

Version Control New Policy Adopted 18th November 2015

Contents

Rationale	2
Aims	2
What does Able, Gifted and Talented mean?.....	2
Able pupils.....	2
Gifted pupils.....	2
Talented pupils.....	2
Roles and Responsibilities.....	4
Teaching Staff:	4
The Headteacher	5
The SENCo	5
Identification	5
The learning environment/curriculum	6
Enrichment and Mastery	6
Underachievement	6
Profile of an underachiever:	7
These things encourage underachievement:.....	7
Organisational and in-class approaches	7
Out of class activities	8
Co-ordination and monitoring	8

Adopted	18/11/2015 by Curriculum & Pupil Performance
Review date	November 2016 by Curriculum & Pupil Performance
Publication	S Drive / Governors Portal / Website

Rationale

We strive for Chadsmead Primary Academy to be a stimulating, happy, exciting and positive learning environment where everybody is inspired to work together and to reach their full potential. As a school we are committed to working for quality and equality of opportunity. This policy is an integral part of the school's broader development of maximum inclusion of education opportunity for all pupils and states our commitment to providing an environment in which all pupils are enabled to realise their full potential.

Aims

This policy is intended to support the following aims:

- The raising of aspiration for all pupils
- High expectations of achievement for all children
- Greater enterprise, self-reliance and independence for all children In order to achieve these aims, we will ensure that all children have opportunities to develop specific skills or talents.

What does Able, Gifted and Talented mean?

There is a range of terminology used to describe this group of children including:

- Able and more pupils
- The very able
- Exceptionally able
- Gifted children
- Talented pupils
- Those with exceptional talent
- Pupils with marked aptitude

Able pupils

'Able pupils' refers to pupils who achieve, or have the ability to achieve, above average (compared with the attainment of other students in their year group at Chadsmead Primary Academy) in one or more of the National Curriculum subjects.

Gifted pupils

'Gifted pupils' refers to pupils who achieve, or have the ability to achieve, **significantly** above average (compared with the attainment of other pupils in their year group at Chadsmead Primary Academy) in one or more of the National Curriculum subjects other than art, technology, performing arts or physical education.

Talented pupils

Talented refers to those students who achieve, or have the ability to achieve, **significantly** above average in art, technology, performing arts, physical education or in areas requiring visio-spatial skills or practical abilities (these could

include a range of non-traditional areas) compared with the attainment of other students in their year group at Chadsmead Primary Academy.

The DfES (now Department for Education), from its Excellence In Cities programme, used the terms 'gifted and talented' and these were defined as follows:

Gifted	Top 5-10% of pupils per school as measured by actual or potential achievement in the main curriculum subjects
Talented	Top 5-10% of pupils per school as measured by actual or potential achievement in the subjects of Art, Music and PE

However, this definition raises a number of issues and difficulties amongst which are:

- The fact that the words 'gifted' and 'talented' above are so rigidly fixed to particular areas of subject content. It is surely possible for example to be a 'gifted' (as opposed to a 'talented') artist and many people would describe Mozart as an innately 'gifted' musician? Moreover, there could be other words and phrases that could equally (perhaps better) describe the qualities of a particular individual and there should not be any kind of an inherent hierarchy in the definitions (gifted above talented for example). We will adopt flexibility in terms of definitions across our school.
- The definition is relational. Being 'gifted' and 'talented' in one school is not necessarily a matter of possessing an objective quality which would mark a pupil as being gifted and/or talented in another school. Nor should the specific figures be set in stone, especially where age cohorts are small and can vary significantly from year to year.
- Pupils develop at different rates and with pupils joining and leaving a school it may happen that a particular pupil will fall within the scope of the definition 'gifted and talented' in one year but may not fit that category in a subsequent year. Pupils could move in and out of the group and some indicators of giftedness may be misleading e.g. young children entering school very able and comfortable with language. A particular problem in misjudging the extent of high ability, which profoundly affects decision making about specific children's giftedness, relates to academic, chronological and social age. A child who is academically years ahead of his/her peer group may have the personal maturity of an average child of his/her age - and possibly the social skills of an even younger child.
- At Chadsmead Primary Academy we do not have a register of Gifted or Able pupils because of the many difficulties detailed in this policy. However, teachers do identify Able, Gifted or Talented pupils using our tracking system. They are able to differentiate work accordingly, to meet the needs of the individual children, using the assessment and tracking tool adopted by our school, as well as ongoing teacher assessments.
- Although the definition refers to 'actual or potential' achievement, this itself is two different things. Everything within the school system is geared towards

‘actual’ achievement in terms of the process and end results of pieces of work. What about those highly able or gifted pupils who for one reason or other cannot or choose not to display their real ability – either consistently or at all - which may be outstandingly high? Perhaps they are bored and not stimulated by what is on offer in their classroom or they might be choosing not to ‘shine’ above their peers. They may have behavioural difficulties, be experiencing other barriers to learning or specific learning difficulties in one area which get in the way of their demonstrating their ability in another.

- Linked to this are such things as children possessing talents and aptitudes in a mother tongue which is not English, whilst it is also the case that high ability in some curriculum areas is much more easily recognised than in others; pupils who get the benefit of many educational opportunities from home for example may show ability much more obviously than those without access to these opportunities.
- What isn’t covered in the DfES definition? As well as high ability within subject areas, what about pupils who can think imaginatively and creatively across and in between subjects (e.g. an outstanding conservationist, linking together aspects of Geography and Biology). Personal and social qualities and skills such as leadership and communication are also surely aspects that we would wish to develop with pupils in our school.
- The definition implies a degree of similarity between able pupils when in fact they may be the most diverse of individuals in a whole range of ways. Just as there is no such person as a typical pupil, there is no such person as a typical able, gifted or talented pupil.

Roles and Responsibilities

Teaching Staff:

- Looking for chances to widen the learning activities through the opportunities they provide in their planning
- Provide an active and creative curriculum
- Provide an exciting classroom where children want to be e.g. interesting writing areas/role play areas, interactive displays, etc.
- Encouraging pupils to take risks, to play with ideas and to see failure as a learning experience
- Nurturing the able, as they would the least able, both academically and emotionally
- Helping pupils to set their own goals for improvement
- Monitoring the performance of the most able
- Providing rigorous and constructive feedback, as often as possible, on pupil’s work through evaluative marking

The Headteacher

- Supporting the staff in their identification and monitoring of Able, Gifted and Talented pupils
- Acting as an advocate for Able, Gifted and Talented pupils
- Sharing information with staff and contributing to CPD
- Contributing to whole school policy making, self-evaluation and resource allocation
 - Liaising with the governors and members of the community
- Encouraging the development of suitable in-house extra-curricular activities for the children
- Making use of external support where appropriate

The SENCo (In our school this is the Assistant Headteacher for Inclusion) :

- Providing support and advice for colleagues
- Monitoring the child if requested
- Liaising with outside agencies

Governors:

- Ensuring that the school meets its statutory responsibilities towards Able, Gifted and Talented learners

Identification

Able, Gifted and Talented children are identified by making a judgement based on an analysis of various sources of information including:

- Test scores (SIMs data; SATS results; reading ages etc.)
- Teacher nomination (based on classroom observation, discussions with pupils, work scrutiny)
- Peer, self or parental nomination

At Chadsmead Primary Academy we realise that some Able, Gifted and Talented children do not always show their capabilities in any of the above sources for making a judgement and it is crucial that this is remembered. In order for a learner to achieve highly they need not only ability but also appropriate opportunities, support and motivation.

The Assessment and Tracking Tool is updated and reviewed regularly, in conjunction with Teacher Assessments, to differentiate work to meet the needs and abilities of individual children.

The learning environment/curriculum

At the heart of good provision for the able, gifted and talented will be what happens in the classroom. The effective classroom and curriculum should provide opportunities for:

- Self direction and using independent thought and action
- Group work – in order to give them a chance to work with similar able children and also to give them the opportunity to lead
- Experiencing failure or difficulty in a nurturing environment
- Debate and discussion
- Imaginative and creative work
- Developing physical prowess

Enrichment and Mastery

Enrichment allows the child the opportunity to work at a deeper or more complex level. Challenging questions might further stimulate the child and may lead to a deeper understanding of a topic/subject. For example: 'What would happen if...?' 'Why would you think that is the case?' 'Why do you think the author chose to end the book in that way?' Enrichment offers a horizontal flexibility to the curriculum within the child's teaching group. These sorts of activities can also be undertaken at home or at out of school events.

Mastery tasks should encourage application, reflection and recognition. The expectations within the new National Curriculum are challenging and ambitious in all year groups. Children working at a secure or mastery level of attainment, within the year group expectations, are given opportunities to apply their knowledge and skills across the curriculum. There is also an emphasis upon independent learning and pursuing pupil led lines of enquiry and investigation.

Underachievement

Some of our most able pupils may try to hide their potential e.g. a child who refuses to record; to present their findings neatly; to contribute to class discussions; the learner with SEN; or the disruptive child. Teachers must be aware of this as they assess the children. In addition, some children may already have low self-esteem or may have developed poor study habits.

Profile of an underachiever:

- Poor test performance
- Poor written work but orally knowledgeable
- Superior comprehension
- Apparently bored and inattentive
- Achieving below expectations in basic subjects
- Poorly done/incomplete daily work
- Absorbed in a private world
- Dislikes practice work
- Prefers the company of adults or older children
- Tactless
- Excessively self-critical
- Unable to make good relationships
- Emotionally unstable
- Low self esteem
- Has a wide range of interests.

These things encourage underachievement:

- Inflexibility in the classroom
- A perceived lack of respect from the teachers or parents
- A competitive social climate
- Dominance of criticism from home/school
- An unrewarding curriculum
- Work too easy or tasks lacking in purpose
- A lack of opportunity to communicate what they have learned

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 also 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 is appropriate for pupils to work with older children occasionally.
- Mentoring and adapted provision for pupils with exceptional ability where necessary.
- The provision of enrichment/extension activities and tasks.
- Differentiation within subject areas.
- The development of independent learning by allowing pupils to organize their own work, to carry out tasks unaided, evaluate their own work and become self-critical.

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 practice and extend their skills.

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

Co-ordination and monitoring

The Assistant Headteacher for Curriculum has overall responsibility for

- i. Ensuring that the policy is implemented
- ii. Ensuring that our curriculum is appropriate to the needs of able, gifted and talented pupils.
- iii. Ensuring that the professional development programme includes relevant aspects of able, gifted and talented provision.
- iv. Working collaboratively with the Assistant Headteacher for Pupil Progress to monitor the progress of able, gifted and talented pupils.