



# **Saint Mary's Catholic Primary School**

## **Able, Gifted and Talented Policy**

### **Rationale**

At St Mary's Primary School we are committed to providing high quality education for all our pupils. We believe a rich, challenging and stimulating curriculum will benefit all children, some of whom will be more able than others. The recognition and meeting of the needs of able pupils will raise expectations, create a culture where success is valued and therefore raise standards throughout the school community.

### **Aims**

- To recognise that more able pupils have particular needs that must be met.
- To foster a love of learning and the pursuit of excellence.
- To work in partnership with parents and relevant agencies.
- To develop and maintain an inclusive approach to education.

### **Definition**

Our definition of gifted and talented pupils seeks to recognise that those who are gifted and talented are those pupils with marked aptitude in one or more areas. Pupils who are identified as being 'gifted and talented' may possess exceptional skill in one or more multiple intelligence areas.

### **Identification**

A range of methods of identification are used as we recognise each one has its limitations.

- Teacher assessment and/or observations.
- Possession of one or more of the higher order characteristics (such as critical thinking and problem solving).
- SAT or other test results.
- Expert nomination (e.g., football club/team leaders).
- External certificates/awards (e.g. dance/music exams).

We recognise that not all gifted and talented pupils are obvious achievers. Poor behaviour and/or under achievement may also be indicators that a pupil is gifted or talented. The potential of some gifted and talented pupils may be masked by frustration, low self-esteem, lack of challenge and low teacher/parent expectation.

### **Provision**

The needs of gifted and talented and able pupils are met at our school through:

- The provision of a challenging and creative curriculum where tasks are appropriately differentiated.
- Appropriate grouping.
- Provision of a challenging and stimulating learning environment.
- The use of higher order questions to challenge and develop thinking skills.
- Extension and enrichment.
- Study skills.
- Ownership of learning – knowing their targets and how they can improve.
- Sourcing activities specifically for more able children.

## Transfer and Transition

Effective recording and communication systems between each year group, across and within Key Stages, will ensure that as far as possible teachers are aware (at the start of each year) of:

- Attainment and progress.
- Potential and interests of all learners.
- Skills that have been mastered.
- Those identified as able, gifted and talented.
- Preferred learning styles.

## Monitoring and Evaluation

The Able, Gifted & Talented co-ordinator will monitor progress of identified children across all areas using Rainbow Assessment Tracking. Curriculum subject leaders will also monitor pupils who are able, gifted and talented in specific areas. The Headteacher, Leadership Team, Able, Gifted & Talented co-ordinator and Governors will monitor the effectiveness of this policy, which will be reviewed every two years.

## Roles and Responsibilities

### The Able, Gifted & Talented co-ordinator will:


- Monitor the able, gifted and talented list on a half termly basis and the provision for the pupils on it.
- Monitor the planning across the school to ensure that extension activities are planned into the curriculum and meet the children's needs.
- Liaise with Governors, the Headteacher, curriculum subject leaders and SENCo.
- Ensure children have the opportunity to attend enrichment activities as available.

### Curriculum Subject Leaders will:

- Monitor the progress and provision of pupils registered as more able in their specific subject areas.
- Ensure schemes of work and planning contain appropriately challenging tasks and learning opportunities to provide challenge for all pupils.
- Provide appropriate resources to stimulate and extend thinking.
- Organise/arrange appropriate subject specific enrichment activities for pupils.

### Teaching & Support Staff will:

- Ensure able pupils are set appropriately challenging tasks and learning opportunities in the context of challenge for all.
- Use appropriate differentiation.
- Identify pupils who are able, gifted and talented in particular areas.
- Track attainment and progress of identified pupils.
- Seek advice and support from the Able, Gifted & Talented co-ordinator and subject leaders when necessary.

Signed: Executive Headteacher: .....  ..... Mrs S Slack

Signed: Governor: .....  ..... Mrs G Duncan

Date: Updated January 2021