



## **Introduction**

Our school values all children equally and endeavours to ensure that each child should have the opportunity to realise his/her potential in a challenging supportive environment.

The school will have, at any time, a number of able, talented or gifted pupils, some of whom may perform at a level that well exceeds the level of others in their class or that expected for children in their age group. This may be in one or more areas of learning.

We believe that we can make a difference in enabling these pupils to achieve the greatest possible progress and recognise the value and importance of identifying and celebrating their achievements and successes. Research has shown that by making provision for gifted, talented and able pupils, the standards of achievement are raised for all pupils.

## **Definition**

An able child as defined by our school is one who achieves or has the ability to achieve at significantly higher level of ability than most of the pupils of the same age group or more curriculum areas or in any of the following:

- high intelligence
- leadership
- physical talent
- musical talent
- dramatic talent
- artistic talent
- mechanical ingenuity
- creativity
- interpersonal skills

To ensure the success of such children, innate ability has to be supported by both home and school. In addition, pupils need to be personally motivated and work hard.

It is worth remembering that able students can be good all-rounders. They can also be:

- High achievers in one area

- Of high ability, but with poor motor skills
- Very able with attention deficit
- Very able with poor social skills
- Keen to disguise their abilities

In this policy the term “**gifted**” or “**exceptionally able**” refers to learners who perform, or who are potentially able to perform, exceptionally highly in one or more subjects in the statutory school curriculum (other than art and design, music and PE). They are often several years ahead of their peers and their abilities would place them in the top 0.5% of their peer group nationally.

“**Most able**” refers to learners who perform, or have the potential to perform extremely highly in one or more subjects in the statutory school curriculum (other than art and design, music and PE). These abilities would place them in the top 5 % of their peer group nationally.

“**More able**” refers to learners who perform, or have the potential to perform very highly in one or more subjects in the statutory school curriculum (other than art and design, music and PE). These abilities would place them in the top 10% of their peer group.

“**Able**” refers to learners who perform, or have the potential to perform highly in one or more subjects in the statutory school curriculum (other than art and design, music and PE). These abilities would place them in the top 30% of their peer group nationally.

The term “**talented**” refers to learners who excel, or who are potentially able to excel, in one or more specific fields such as art, music, PE, or performing arts.

In line with the ‘Excellence in Cities’ model it is assumed that work with the ‘Gifted and Talented’ will be targeted at 5% to 10% of pupils in our school.

Underachievement is a discrepancy between a pupil’s school performance and some index of his/ her actual ability e.g. a failure in terms of results and/or quality of work.

### **Identification**

A wide range of identification strategies are available to assist the schools in identification of able children. It is important to note that no single process is perfect or should be used in isolation. The identification process needs to be ongoing. The attitude of the staff is a crucial element in identification, as information has to be gleaned from many different sources and some indicators will be evident only to open-minded, sympathetic and perceptive teachers. Training in identification of able children will be undertaken on a regular basis by use of staff meetings/INSET alongside ongoing and close liaison between staff/ able child coordinator and contact with parents.

## **Identification is usually made by:**

- Teacher nomination
- Reports from previous schools
- Test results/teacher assessments
- Pupil's work
- Checklists of characteristics - generic and subject-specific
- Parental information
- Peer/self nomination
- Information provided by external agencies (e.g. sports organisations, music tutors, etc)

## **Assessment methods**

- Teacher observation
- Benchmark tests/assessments – end of key stage tests, optional SATS, reading and spelling tests
- In-house subject tests or assessments
- Response to increased challenge -continuous assessment by the teacher of tasks which are open-ended enough to allow the child to show what he or she can do
- Provision of opportunity
- Response from external agency

Once identified the class teacher will work alongside the Able Child Co-ordinator to validate this nomination with assessment data. If agreed that the criteria are met, the child's name is entered in the Able Child register and parents/carers may be invited to the school to discuss ways in which the child's needs can be met and how they can be supported.

## **Provision**

### **Whole School Approach:**

The school aims to create a climate in which success is valued by everyone and where individual differences are accepted. This will involve:

- The identification of the particular needs of able children in all our planning
- The provision of appropriate resources
- The encouragement of children to be independent in their learning. This will include the provision of opportunities for them to organise their own work, access the resources they need, work unaided, make their own choices about work, evaluate what they are doing and be self-critical
- Flexibility of organisation which will include withdrawal, setting for a particular subject, cross-curricular enrichment projects or partial acceleration, thereby providing opportunities for the able child to work with others of similar ability
- The creation and adoption of mentorship, if it is felt appropriate, for a particular able child or group of children
- Celebration of achievement

**In the classroom:**

It is important to establish what prior knowledge, understanding and skills the pupils have so that we are not wasting time or demotivating the pupil by unnecessary repetition or duplication. The power of peer group pressure to under-achieve will not be underestimated. It will be confronted with sensitivity to both parties.

Teachers are aware of the "bright but lazy" pupil who could achieve excellent results if motivated and challenged. For all pupils, lack of motivation and challenge leads to boredom and often behaviour problems. Teachers are aware of the danger of assuming that gifted pupils are easier to teach than other pupils.

In class our aim is to:

- Provide appropriate challenge through high quality tasks for enrichment and extension which will always be available (not "more of the same") growing out of the subject/topic being studied by the whole class
- Plan work so that extension tasks are always available for able children, allowing for flexibility to adapt to changing needs/directions
- Differentiate appropriately through stimuli, resources, tasks, outcomes and responses
- Provide wide variety in what we prepare for the pupils and in what we ask them to do for us
- Set individual targets, not class targets which are shared with the child
- Set individual homework
- Encourage pupils to become independent learners by:
  - organising their own work
  - carrying out unaided tasks which stretch their capabilities
  - making choices about their work
  - developing the ability to evaluate their work and so become self critical

**Out of the classroom:**

The school will aim to encourage development through:

- Involvement in extra curricular activities and clubs
- Participation in school trips
- Musical, artistic and sporting opportunities
- Opportunities for entering competitions
- The use of outside agencies and experts

**Personal and Social Education**

As pupils with learning difficulties need support through the pastoral system, so may able students. Talent and academic achievement can outpace social development. Liaison between class teachers, senior management and the able child coordinator is important to ensure that the able child is fully supported socially /emotionally within the whole school community.

## **Responsibility for Coordination and Monitoring Progress**

Student achievements will be monitored and evaluated against set individual targets. This process will include:

- Regular observation and recording of progress across the curriculum
- Encouraging pupils to assess and review their own performance
- Valuing out of school achievements
- Intervention activities to prevent underachievement

## **Role of the Able Child Co-ordinator**

The Able child coordinator role within the school includes the following:

- Liaise with class teachers
- Make the teacher aware of the assessment data required
- Collate the assessment materials and results
- Work with the teacher to support the pupil and plan provision
- Contact parents and keep them informed
- Maintain the Able Child register and update termly
- Work with all parties to decide upon the strategies to be used to maximise learning and development
- Liaise with and arrange other agency referrals as appropriate
- Act as/ appoint a mentor if appropriate
- Review provision on a regular basis
- Keep up to date with current research and strategies and implement as necessary
- Liaise with the Head Teacher
- Review the effectiveness of this policy

This policy and the success of the schools' provision for the more able child will be reviewed annually by the Gifted and Talented/Able child coordinator/ and Headteacher.

*The Governing Body believes that fairness and consistency of judgement is essential to the operation of the school. All members of the school have equality of opportunity to achieve their full potential and will not be discriminated against because of age, disability, gender, sexual orientation, nationality, race, or religion. The Governing Body believes that the school always has to be aware of the potential for unconscious discrimination, to avoid assumptions about individual members of the school based on stereotypes and to use the teaching and learning arrangements actively to encourage everyone to achieve their full potential. All our policies are consistent with our duty of care to protect our pupils and to provide a learning environment which is safe and healthy. In all our dealings, we respect the strict code of confidentiality that underpins our school ethos.*

**Policy date: November 2011**

**Review date: November 2014**