



Staplegrove C of E Primary School Very Able, Gifted or Talented Policy

Rationale

At Staplegrove C of E Primary School we believe that every child has the right to a broad, balanced and relevant curriculum. All pupils are entitled to a curriculum that motivates and rewards them so that they can each fulfil their potential. We value each pupil as an individual with his/her own strengths and weaknesses, gifts and talents.

This policy has been written in line with the County Policy for Gifted and talented provision.

Aims

- To establish and record the school's arrangements for meeting the needs of very able, gifted or talented pupils.
- To provide an agreed, shared definition of the terms very able, gifted or talented.
- To identify as early as possible very able, gifted or talented pupils and where appropriate to substantiate this identification through the use of objective assessment measures.
- To challenge and support very able, gifted or talented pupils
- To meet the needs of very able, gifted or talented pupils with a range of appropriate strategies
- To inform staff, governors and parents of these arrangements.
- To clarify roles and responsibilities in support of these arrangements
- To identify processes for monitoring and evaluating the school's effectiveness in meeting the needs of very able, gifted or talented pupils.

The Headteacher, Mrs Kirsti Nelson, is the Very Able, gifted or talented co-ordinator.

Definitions

There are many definitions of very able, gifted and talented pupils. None of them are precise. This school will use the following definitions to help identify very able, gifted or talented pupils.

Very Able

Very able pupils attain significantly above average standards. They perform significantly above national expectations in National Curriculum tests or reach levels beyond what is or could be expected in other curriculum areas or in sporting or creative fields. We can quantify this at Staplegrove by saying this is any child who is assessed to be 2 or more sub levels above what would be expected of their age group (working approximately 1 year above age expectation)

Year 6 5A and above

Year 5 5C and above

Year 4 4B and above

Year 3 3A and above

Year 2 3C and above

Year 1 2B and above

Foundation Stage (to be decided this year)

(In this context “all” is relative to the school the pupil attends.)

Gifted

Gifted pupils have evident high attainment or potential in one or more academic subjects as describe in the “Very Able” section but also who it is felt has a natural ability in a particular academic area. They might display certain characteristics described in appendix 1

Talented

Talented pupils have evident high attainment or potential in a creative art or sport but also who, it is felt has a natural ability in a particular subject.

Guidelines

Identification

We will seek to identify children who have a high level of ability in any of a wide range of skills, and not just the most obvious skills of Numeracy and Literacy. During the school year we will aim to provide a wide range of opportunities, available to all pupils, which will allow very able and gifted pupils to demonstrate their ability.

The school will use the following methods to identify very able, gifted or talented pupils.

- Termly Teacher Assessments
- Teacher recommendation
- Foundation Stage Profile
- National Curriculum attainment and progress tests
- Information from previous schools.
- External agencies e.g. sports clubs, music organisations, and drama groups.
- Information provided by the child’s parent(s)

Recording

If a pupil is identified as being very able, gifted or talented the child’s name will be added to the register of able, gifted and talented pupils.

This register will be kept and maintained by the Head Teacher and located in the Head Teacher’s office. Teachers will be asked in the summer term each year to complete a sheet that will form the “Register of Very Able children” These results will be recorded on SIMS.net. Children on the register will be reviewed annually and can be taken off if appropriate.

School Provision

In this document the words “enrichment” and “extension” have the following meanings: -

Enrichment - an experience designed to supplement and enrich the normal curriculum.

Extension – moving the pupil to higher order skills e.g. moving from knowledge to comprehension to application.

In the Classroom.

We aim to meet the needs of very able and gifted pupils in the classroom by: -

- Establishing a culture in which all pupils are encouraged to be as successful as they can, and in which all pupils are valued for what they have achieved.
- Planning carefully to ensure that the teachers' high expectations lead to high levels of challenge for all pupils
- Asking questions and setting tasks which develop pupils' abilities to think creatively and to solve problems.
- Employing a range of questioning skills.
- Providing differentiated work.
- Providing constructive commentary on the pupils' work and offering advice on steps for improvement
- Involving pupils in their own target setting
- Providing extension tasks where appropriate, or setting activities which broaden the pupil's understanding
- Providing a range of styles of teaching and encouraging a range of styles of response
- Encouraging independent learning, experimentation and seeing failures as stepping stones to success
- Working with a variety of other children, including in similar-ability and mixed-ability groupings.

Out of the Classroom

- In addition to the school based activities we value out-of-class activities, and will encourage all pupils to extend their skills and abilities by joining in activities at school and in the community.
- We will continue to work with other local primary schools to provide enrichment activities for pupils across a broad range of curriculum subjects.
- When appropriate parents will be informed about courses for able, gifted and talented pupils organized by external providers e.g. Kilve Court. We will signpost parents to funding opportunities to ensure that this opportunity is not just available to parents who can afford to pay e.g. Staplegrove Trust.
- Where there are any concerns about the progress of a child, or about the provision that should be made, the class teacher should share these concerns with the SENCO, Kirsti Nelson, who also has the responsibility for monitoring children who are very able, gifted or talented.

Personal and Social Development

All pupils are encouraged to develop as fully as they can both socially and emotionally, as well as physically and intellectually. Very able, gifted or children – whatever their strengths – will have opportunities to develop skills in all these areas. Teachers should ensure that very able and gifted children are fully involved in all relevant activities, and not excluded by virtue of their strengths. Wherever possible the school will welcome the full involvement of the child's parent in discussing the child's development, in making decisions on future provision and in working together to the same goals.

Communication

If a parent has a concern about any aspect of provision for very able, gifted or talented children he or she should first raise the issue with their child's class teacher. If the parent feels that her/his concern has not been addressed appropriately he or she should make an appointment with the Headteacher to discuss the issue further.

Roles and Responsibilities

The Class Teacher

The progress of children, including those who are very able, gifted or talented, is the prime responsibility of the class teacher. This responsibility includes: -

- Taking steps to identify very able, gifted or talented pupils within their class as soon as possible and recording this annually
- Making regular teacher assessments
- Liaising with parents
- Agreeing, planning and implementing appropriate provision
- Ensuring that extension, challenge and enrichment exists in medium and short term planning.
- Setting appropriate objectives
- Ensuring that appropriate records are kept and passed on to the next phase of education
- Including provision in medium & short term plans, as appropriate

The Head Teacher

The Head Teacher is responsible for: -

- Maintaining the register of very able, gifted or talented pupils and recording the information on SIMS
- Ensuring that a policy for very able, gifted or talented pupils is in place and is regularly reviewed.
- Ensuring that all staff have an awareness of the key issues in the education of very able, gifted or talented pupils.
- Ensuring that effective systems exist to enable the identification of very able, gifted or talented pupils.
- Ensuring that systems exist for tracking the progress of individual very able, gifted or talented pupils.
- Ensuring that achievement is recognised and rewarded within a school ethos which recognises that achievement and success are acceptable for all pupils.

Monitoring and Review of the Policy

The policy will be monitored throughout the year by the Head Teacher, through discussions with staff and pupils.

The policy will be reviewed annually by the Head Teacher and staff.

Signed Headteacher _____

date _____

Signed Chair of Curriculum Committee _____

date _____