

Halstead CP School

Gifted, Talented, and Able Pupils Policy



Approved by the Strategy Team of the Governing Body

Signed :

Caroline Harrison (Chair, Strategy Team)

Mr Hawkins (Headteacher)

Date : October 2015

Review date : June 2016

Halstead Community Primary School

CONTENTS

Heading	Page no
Rationale	3
Principal Aims	3
Definitions of 'Able', 'Gifted', and 'Talented'	3
Identification procedures	3
Provision	4
In-class approaches	4
Out-of-class activities	4
Roles and Responsibilities	5
Monitoring, Evaluation, and Review	5

Halstead Community Primary School

Rationale

- A key feature of our school's mission statement is that we value highly each and every individual within a culture of achievement.
- We believe that all pupils should be encouraged to achieve their maximum potential.
- We believe that special abilities or talents should be identified as early as possible and developed during the pupil's time at this school.

Our principal aims are to:

- Provide an education which is appropriate to the abilities and needs of such pupils;
- Ensure that all staff can successfully identify able, gifted, or talented pupils.
- Develop the pupil's thinking skills through extended and enriched learning activities;
- Develop the specific skills or talents of each child.
- Be concerned not only for pupil's academic development, but also for their social, moral, spiritual, and emotional development.
- Involve and encourage parents in meeting the needs of their able, gifted, or talented children.

Definitions

The school recognises, in accordance with the DfES guidelines, that '**able** pupils are typically advanced in comparison with the average for their year group, but not significantly so, whereas **gifted** and **talented** pupils are those pupils who achieve, or have the ability to achieve, at the level **significantly in advance of the average** for their year group'. The school normally expects to identify between 5%-10% of each year group as gifted or talented, although this will vary from year to year.

Identification

Identification will be through a balance of different approaches, and an Able, Gifted, and Talented pupil register will be drawn up on the following examples of evidence:

- Teachers' nominations, based on relevant assessment profiles;
- Parent consultation;
- Feedback from identification tests, such as Nelson LARR/AH tests, and from standard tests, such as NFER non-verbal reasoning tests, and national curriculum tests;
- National Curriculum attainment progress records (e.g. pupil tracking-sheets, record cards, reading or spelling tests, and dance, music, or sports accreditation);
- Foundation Stage Stepping Stones and observation records.

Provision

This may involve organisational strategies, such as the following:

- **Specific budget allocations** to facilitate the work of the Able, Gifted, and Talented pupil co-ordinator, and or relevant challenge projects.
- **Expert provision:** visitors to school making a contribution to the teaching with special knowledge, skills, and understanding.
- **Specialist teaching:** recruitment and deployment of teachers who have a background of specific expertise with pupils of known ability in the subject concerned.
- **Focused teaching:** setting aside specific planned time to engage with identified individuals or groups of pupils in line with their attainment and progress.
- **Withdrawal across year groups:** a nominated group of pupils taken out of their normal classroom to work with a teacher or other adult.
- **Setting:** facilitating smaller teaching groups of pupils with similar attainment levels, including groups of higher-attainers.

In-class approaches

Class teaching that responds to the needs of able, gifted, and talented pupils may involve strategies such as:

- **Challenge:** providing activities and experiences which engage interest, and stimulate thought and action at a high level;
- **Enrichment:** adding breadth and range to a pupil's attainment and progress, through activities and experiences which consolidate and widen the pupil's knowledge, skills, and understanding.
- **Extension:** providing opportunities for pupil to increase the depth of their knowledge, skills, and understanding.
- **Specialist teaching:** providing teaching that utilises the particular skills and expertise of individual teachers.
- **Team teaching:** team-based approaches in a year group, or in the whole school, which enable the skills or enthusiasm of particular teachers to be made more widely available to able, gifted, and talented pupils.
- **Differentiation:** modifying the learning experiences of able, gifted, and talented pupils to promote the opportunities for them to engage primarily in higher-order thinking.

Out-of-Class activities

Activities which may include:

- Extra-curricular clubs.
- Music or sports practice and performance, or competition opportunities.
- Special events, e.g. field trips, residential visits.
- Providing out-of-school activities within the community.
- Introduction to appropriate associations and institutions.
- Challenge projects for able, gifted, and talented pupils.
- Visits by experts, e.g. dance groups, etc.

Roles and Responsibilities

The school's designated **Gifted and Talented Pupil Co-ordinator** will:

- Support staff in the identification and setting-up of provision for able, gifted, and talented pupils.
- Collate and monitor the Register of able, gifted, and talented pupils.
- Promote the school's agreed Policy and practice with regard to the teaching and learning provision for able, gifted, and talented pupils.
- Audit the quality of provision, write actions plans for school improvement, and monitor and evaluate progress with such action plans, in partnership with the school's Leadership Team and the Governing Body.

The school's **Class Teachers** will:

- Fulfil their rôle in the identification and nomination of able, gifted, and talented pupils.
- Deploy the agreed professional approaches to the development of able, gifted, and talented pupils.
- Ensure that the parents of gifted, talented, and able pupils have ample opportunity to contribute to, and receive feedback about, the assessments of their children's progress.