

Stepney Primary School



A Small School With Great Expectations

Able, Gifted & Talented Policy

At Stepney raising the achievement and basic skills of pupils and ensuring that they reach their full potential is the responsibility of all staff.

1. AIMS

At Stepney we aim to provide a curriculum that is appropriate to the needs and abilities of all our children. We plan our teaching and learning in such a way that allows each child to reach the highest level of personal achievement. We recognise that some children are gifted and talented and therefore, will need to be catered for in such a way that their needs are met. We aim to recognise those pupils who are able, gifted and talented as well as fully meeting their needs.

We aim to have a consistent approach to the identification and support of the A,G&T through:

- an agreed, shared definition of the terms 'able', 'gifted' and 'talented';
- identification of talented or gifted pupils as early as possible;
- substantiating identification by the use of objective assessment measures;
- meeting pupils' needs with a range of appropriate strategies;
- raising staff awareness of the range of strategies available to them;
- providing access to a suitably differentiated and challenging curriculum;
- an emphasis on creating opportunities for pupils to identify their gifts and talents and for abilities to flourish;
- fostering a culture of achievement by creating a climate of learning and excellence throughout the school;
- promoting opportunities for disadvantaged learners;
- working in partnership with parents/carers to help them promote children's learning and development;
- making use of links with other schools and the wider community to enhance learning opportunities.

2. OBJECTIVES

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 and supportive environment.

Our school will have, at any time, a number of AG&T 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 AG&T pupils, the standards of achievement are raised for all pupils.

3. POLICY PRINCIPLES

3.1 Definitions

Our definition of ability recognises academic and practical performance as well as those who show outstanding artistic, musical and creative talent, physical skills, leadership qualities and the ability to process ideas and information. It also recognises that a child may possess this potential although performance may not currently reflect this.

In our school, we use the term '**able**' to identify those pupils who are above/significantly above Age Related Expectations and/or working consistently at a deeper level of learning

Nationally the term '**gifted**' refers to pupils who have abilities, or who have the potential for these abilities, in one or more academic subjects in the statutory school curriculum.

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

4. IDENTIFICATION, ASSESSMENT AND RECORD KEEPING

At Stepney, it is recognised that no single process of identification is perfect or should be used in isolation. The identification process needs to be ongoing. It may be necessary to obtain further information from a variety of sources to understand any pupil's needs more clearly.

4.1 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;
- Information provided by external agencies (e.g. sports organisations, music tutors, etc).

4.2 Assessment methods:

- Teacher observation;
- Benchmark tests/assessments – end of key stage tests, optional SATs etc;
- Response to increased challenge;
- Provision of opportunity;
- Response from external agencies.

At Stepney Primary School we ensure that the identification process is rigorous, transparent and fair and does not discriminate against particular groups (e.g. by gender, social class and ethnicity). It is flexible enough to deal with pupils who join the school at any time or are late or early developers.

Teachers will make the final decision about who are AG&T. The Able, Gifted and Talented Co-ordinator will keep a register. The register will be updated termly and pupils may be added at any time.

Individual targets are set for all pupils, including the AG&T and these are reviewed regularly. Pupils will know the levels at which they are working and know what they need to do next to make progress. Progress will be monitored using school progress tracking systems.

5. PERSONNEL

Miss Atkinson, Mrs Brocklebank and Mrs Wilde are our co-ordinators for Able, Gifted and Talented pupils.

5.1 Role of the Co-ordinator

The Able, Gifted and Talented Coordinator will:

- ensure that the A,G&T register is up to date;
- monitor the progress of A,G&T pupils;
- support staff in the identification of the A,G&T pupils;
- provide advice and support to staff on teaching and learning strategies for A,G&T pupils;
- liaise with parents, governors and the LA on issues relating to A,G&T children.

5.2 Provision, Planning and Evaluation

A,G&T pupils will usually be catered for in the classroom. The teacher is expected to plan for the teaching and learning of these pupils through careful differentiation so that work is matched to pupils' abilities. Teachers may plan activities that broaden a child's learning in a particular skill or learning area, or plan an activity that requires a greater depth and a higher level of attainment. Homework tasks should also be differentiated. Sometimes AG&T pupils will be supported in a small group by the teacher or support assistant. There may also be opportunities for pupils to attend events outside school, for example the Year 6 more able Maths club, sports activities, visits to other places in the community.

We recognise that for some able pupils there may need to be further differentiation to cater for their learning needs. Effective provision may involve holding an 'advanced skills' meeting per class and writing a specific plan to identify areas where these pupils would gain from specific teaching, increased differentiation and support. This will be with the support of the Able, Gifted and Talented Coordinator. The Continued Professional Development (CPD) of all staff will be reviewed with regards to the needs of the AG&T pupils in school. Any relevant training will be accessed. For example, Year 6, More Able Maths Workshops at a secondary school.

Pupils' 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;
- interventions to prevent underachievement.

6. PROCESS FOR DEVELOPMENT AND REVIEW

The school has an action plan to support the implementation of this policy with clearly identified monitoring and evaluation opportunities.

Our commitment to support the A,G&T pupils is reflected in our School Improvement Plan.

7. PUBLIC SECTOR EQUALITY DUTY

Please note: When we have updated policies from April 2012 onwards, we have referred to the requirements of the PSED, which state that as part of their statutory duties, schools need to comply with this by 6th April 2012.

The Equality Act 2010 replaced and unified all existing equality legislation such as the Race Relations Act, Disability Discrimination Act and Sex Discrimination Act. It aims to ensure that people have equality of opportunity in accessing and experiencing public services. Schools when carrying out their day to day work should have regard to the following:

- eliminating discrimination
- advancing equality of opportunity and
- foster good relations across all characteristics

Schools cannot unlawfully discriminate against pupils because of their disability, gender, race, religion or belief, sex and sexual orientation. Protection is now extended to pupils who are pregnant or undergoing gender reassignment. This means it is now unlawful to discriminate against a transgender pupil or a pupil who is pregnant or recently had a baby.

This policy was reviewed and updated with reference to this duty. The author/s of this document and the Policy Committee of the Governing Body, which checks all policies before publication, considered this policy in the light of these requirements to ensure that Stepney Primary School adheres to these statutory regulations.

PBrowning
Head Teacher (April 2012)

8. PERSON RESPONSIBLE

This policy has been updated by Miss J Atkinson,
Mrs R Brocklebank & Mrs K Wilde.
Spring 2016

To be reviewed: Spring 2018