

# Christ Church CE (VA) Primary School

## Able and Talented Policy

### Philosophy

One of our most important aims as a school is "To provide a stimulating, happy and secure learning environment in which the needs of all children are met." In order to achieve this we strive to:

- Develop each child's full potential in all areas; whether academic, artistic, physical, social or spiritual.
- Celebrate children's particular talents and actively encourage achievement.

We are committed to providing an environment which encourages all children to maximise their potential and this includes able children.

### Definition

**Able** (Gifted) refers to academic ability in English, Maths or Science and refers to the top 10% or so of each class and not to national averages.

**Talented** refers to higher ability sports, drama, art, music etc. in each class.

We acknowledge that more able/talented children may display one or more of the following traits:

- good all-rounders,
- high achievers in one area,
- of high ability but with low motivation,
- of good verbal ability but with poor writing skills,
- very able with a short attention span,
- very able with poor social skills,
- keen to disguise their abilities.

### Identification

There are a number of methods for identification of the more able child:

- Teacher nomination

Judgements will take into account analysis of information from previous teachers, interaction with children, parents and professionals, on-going assessment (Assessment for Learning / Assessing Pupils' progress), careful record keeping, collation of evidence and a range of formal and informal tests (e.g. optional SATs, SATs, reading tests, etc.).

- Parental nomination

The opinion of parents about their children is highly valued and will be taken into consideration. We feel that all children at Christ Church are special in their own way and we are interested in their achievements out of school. It is only natural for parents to consider their own children to be special and believe them to be displaying exceptional ability but teachers might recognise that ability to be similar to that displayed by other children of their own age.

- Peer nomination  
Children are usually very quick to recognise ability in others and so it is part of our inclusive philosophy to listen to the views of children about each other when they are offered.
- Provision  
By building challenge into our provision across the whole school (not just curriculum areas) more able children are likely to be identified.

## Strategies

### Whole School Level

Opportunities for extension and enrichment are built into all aspects of our school curriculum. We aim to:

- create an ethos where all children are encouraged to and desire to work to their best ability and produce excellent outcomes.
- hold high expectations
- encourage all children to become independent learners.
- be aware of the effects of ethnicity, bilingualism, gender and social circumstances on learning and high achievement
- use a variety of whole school strategies including:
  - giving children opportunities to serve on various working parties (school council, Eco school prefects, playground 'buddies' and school house captains etc)
  - giving children opportunities to study for higher qualifications eg Level 6 Maths / English, Adult Numeracy / Literacy, GCSE.
  - Provision of master classes through links with St Michael's and G & T hub school.
  - weekly Praise assemblies for KS1 and KS2 recognising achievement (teacher praise, Heads' Commendations etc) Postcards are also sent home weekly for outstanding work.
  - maintaining an able and talented children register where the progress and provision for each individual child is monitored.

### Classroom Level

We understand and acknowledge the importance of establishing what prior knowledge, understanding and skills children have so as to avoid unnecessary repetition of work.

We aim to raise the profile of achievement through a wide range of strategies, carefully planned and monitored:

- varied and flexible groupings, sometimes allowing able children to work together, sometimes allowing them to take specific roles in mixed-ability groups
- differentiation
- setting individual targets
- provision of challenging activities across the whole curriculum.
- encouraging all children to become independent learners
  - organising their own work

- carrying out unaided tasks which stretch their capabilities
- making choices about their work
- developing the ability to evaluate their own work and so become self-critical.
- Lead the start of the lesson, demonstrate or peer teach part of a lesson.
- Start the lesson independently or with TA support.
- Negotiated independent learning project.
- Work with Year above.
- Wonderwall - post and review learning in and out of the classroom.
- Tasks which encourage effective participation, independent enquiry, reflective learning, creative thinking, self- management, team working, problem solving, risk taking, perseverance.
- Curriculum enrichment , visiting experts, offsite activity.
- High level questioning in planning.
- Drama, role play, hot seating etc.
- High level challenging activities.
- Quality time with teacher.
- Opportunity to debate.
- ICT, Openhive blogging.

#### **Role of the able and talented co-ordinator**

- Monitor progress of all able and talented children and maintain/up-date the school register on a regular basis.
- Raise the profile of able and talented initiatives within the school.
- Ensure information is passed on during transition to Secondary schools.
- Develop and share own expertise through further training/Network meetings,
- Purchase appropriate resources
- Monitor assessment and provision.

#### **E. Quigley September 2012**

#### **Review September 2014**