

Able, Gifted and Talented Policy

Philosophy

At Kincaig Primary School we strive for excellence in education by providing a safe, secure, caring family environment, where all are valued and respected as individuals and enabling them to reach their full potential.

Rationale

As outlined in our philosophy, at Kincaig Primary School, we believe that all pupils are entitled to receive the support and challenge to help them to develop their full potential. The needs of able, gifted and talented pupils are acknowledged as part of our social inclusion within our SEND policy. We recognise the importance of identifying a wide range of abilities and talents, and of providing opportunities to nurture them. In addition we are committed to developing our pupils' social and emotional skills as essential elements in the development of the whole person.

Definition

Able – Able refers to students who achieve, or have the ability to achieve, *above average* in one or more of the National Curriculum subjects.

Gifted – Gifted refers to students who achieve, or have the ability to achieve, *significantly above* average in one or more of the National Curriculum subjects other than art, performing arts or physical education and represent 0.5% of the national population.

Talented – Talented refers to those students who achieve, or have the ability to achieve, *significantly above* average in art, performing arts, physical education or in areas requiring visuospatial skills or practical abilities compared with the attainment of other students in their year group.

In addition, we recognise that there might be a group of underachieving pupils, with the potential to achieve in these areas, who could also be included within this group. Our aim is to develop and provide appropriate levels of challenge for all pupils.

Aims:

- To use a broad range of qualitative and quantitative data to identify our most able learners;
- To recognise those learners who may have the potential but currently underachieve;
- To ensure that all staff receive appropriate support and training in identifying and providing for most able pupils;

- To provide support and challenge in the classroom, within the ethos of high expectations;
- To ensure that, where necessary, individuals receive academic or pastoral support to overcome identified barriers to learning;
- To build on existing systems of monitoring and evaluation to track the progress of these pupils;
- To work with parents to help pupils achieve their potential and to be ambitious;
- To provide a range of additional opportunities to develop the experiences of our most able pupils.

Identification

Pupils are identified through:

- Analysis of information gathered during the visits undertaken in preparation for entering School;
- Observations of children, particularly during the Early Years Foundation Stage;
- Analysis of ongoing work, formal and informal assessments (KS1, SATS data, Optional tests, teacher assessment)
- Teacher identification through ongoing observations and pupil progress meetings;
- Identification by outside agencies (e.g. after school dance, football clubs, etc).

Monitoring Progress

- All class teachers are expected to monitor the progress of all pupils whom they teach including the A,G & T.
- Whole school progress for all students is carried out each term providing opportunities for monitoring progress across the core curriculum areas.
- Using prior attainment data (KS1 SATS) to predict potential grades at KS2 and monitoring pupil progress against this;
- Outcomes of Pupil Work;
- Regular review of Able, Gifted and Talented progress using the tracking system;
- Monitoring of pupil achievement following pupil progress meetings.

Raising Teacher and Pupil Expectations through:

- Maintaining a culture where achievement is recognised and valued;
- Raising pupil expectation and ensuring that a culture of high achievement is celebrated;
- The sharing of good practice;
- Discussions with able pupils about how they learn best;
- Setting appropriate targets.

Teachers use a wide variety of teaching strategies to facilitate challenge, including:

- Assessment or Learning to aid individual planning and target setting;
- Provision for extending the breadth and depth of understanding;
- The use of open-ended tasks, where original responses are valued;

- Differentiated resources and tasks;
- Higher order questioning techniques;
- Grouping by ability within the mixed ability classroom for specific tasks;
- Planning which highlights knowledge acquisition and skills development;
- Differentiated homework tasks.

Evaluation

- The success of the policy will impact on the School’s ethos. At Kincaig Primary School we want our pupils to strive to achieve their full potential.
- We want our staff to feel confident to offer appropriate levels of challenge for our most able pupils.
- We will measure success by both academic performance and an increase in the confidence and the independence of our learners.

The School Council Policy will be reviewed and modified on a regular basis at least every two years or when legislation makes this necessary. It is possible to add amendments to this document prior to a review and these will be incorporated into the next issue. To add comments please complete the information on this sheet adding the date and signing where indicated.

Name of person responsible for policy – Mrs. E Oldham

Policy adopted by the Governing Body –

Signed: _____

Date	Proposed Amendment	Signed

