

White Court School



Able, Gifted and Talented Policy

November 2016

General Rationale

At White Court, we value the individuality of all children and acknowledge the importance of supporting every pupil to recognise the spectrum of their capabilities in order to fulfil their potential. We recognise that everyone has their own strengths and areas for development, gifts and talents. Within this range of individuality, there are children who are more able intellectually than others, and children who are particularly talented in certain specific areas of ability. Therefore, we need a policy for provision for children at the upper end of the ability range, who have their own requirements.

We believe that every child has the right to be included in a broad, balanced and relevant curriculum; and that each pupil is entitled to have the opportunity to be involved in appropriate education which challenges, motivates and rewards them, so they can each fulfil their individual potential.

Definition

Each child is unique and to attempt a single definition is to generalise too widely. The term 'most able' in our school refers to the top 10% of the ability range in any or all of the following areas:

- General intellectual ability
- Specific aptitude in one or more subjects
- Creative or performing arts
- Psycho-motor ability
- Leadership qualities
- Advanced social skills

We distinguish between Able, Gifted and Talented using the following criteria:

- **ABLE**- very high ability, potential or attainment in one or more subject areas.
- **GIFTED**- exceptionally high ability, potential or attainment in core subjects, or outstanding ability in a single subject.
- **TALENTED**- very high ability, potential or attainment in sporting or creative subjects.

Identification

We identify these children so that we can provide effectively for them, and so that teachers can plan appropriate work and stimuli for them.

There is no single measurement with which to identify most able pupils, due to their individuality.

At White Court, we use a combination of the following sources of information:

- Teacher observation and assessment
- Checklists of characteristics
- Testing – such as SATs, reading tests, termly Pupil Progress meetings
- Pupils profiles using examples of outstanding work and insight from pupils
- Background knowledge from parents and past teachers.
- Parental nominations
- Peer and self nominations

When children have been identified, their teacher assesses relevant characteristics (in consultations with the Able, Gifted and Talented Coordinator and Subject Coordinators) and adds them to the Able, Gifted and Talented Register. We attempt to identify early and confirm regularly.

Aims

Having identified our most able pupils, we aim to provide:

- The opportunity to work at higher cognitive levels
- The opportunity to develop specific skills or talents
- The opportunity to experience a broader, richer, appropriate curriculum
- Support and care for the whole child, both socially and intellectually
- The usage of the school's environment to better advantage
- Many opportunities to show, through various approaches, that the children's work is valued
- An environment where taking risks is encouraged

Moderation

The progress of Able, Gifted and Talented pupils is monitored using Target Tracker and termly Pupil Progress meetings. The Senior Leadership Team and Year Managers work with teachers to discuss and analyse what has supported the advancement of their progress and identify any additional support that could be given.

Co-ordinator

We have appointed a member of staff responsible for co-ordinating the work with most able pupils. Their role is to:

- Work with class teachers and learning support teachers to identify most able children
- Monitor progress of those children identified with class teachers/subject co-ordinators
- Liaise with class teachers to support provision for most able children
- Research resources suitable for these pupils, with curriculum co-ordinators and support staff, where necessary, in providing for most able pupils
- Develop, within the school, a resource base as funds allow
- Keep up to date with development in this field
- Liaise with local cluster group (TANGo)
- Conduct Most Able sessions within the Most Able Steering Group, inviting a range of Most Able children from across Braintree to work at White Court School on a variety of themes
- Monitor teachers' plans to ensure additional provision is catered for within the classroom.
- Conduct lesson observations to ensure the needs of Able, Gifted and Talented pupils are met
- Share good practice with other schools.
- Organise activities and work with Able, Gifted and Talented pupils. E.g. The National Quiz.

Provision

This depends on the individual learning needs of the pupil. The following strategies will be applied as appropriate:

- Setting by ability – so that most able children can, from time to time, work together with others of similar ability
- Working with pupils of the same chronological age when not set, so that they are part of a normal peer group
- Withdrawal for individual/small group support when appropriate
- Give the children chance to reflect on their own work
- Encourage the children to show a greater level of independence, developing the skills needed to become more in charge of their own learning
- Making pupils more aware of their Literacy and Maths targets in order to move their learning on. All children are given the opportunity to find evidence of meeting their targets in their work resulting in increased onus on ownership of targets

There are 3 main ways to extend children's learning and to differentiate in terms of learning objectives. Work can be set so that it is Broader, Deeper or Faster. Broader - meaning that you cluster a group of learning objectives together, Deeper - meaning you use more complex thinking skills (Refer to Bloom's Taxonomy) where pupils have to problem solve and justify their answers (see Mastery documents), and Faster - meaning you use learning objectives from the next year. To successfully differentiate for the Most Able child you will use a combination of these three methods, and select ones that are appropriate for the child.

Mastery

In-school strategies

- Teachers provide enrichment and extension opportunities for these pupils as part of the planned differentiation.
- Homework tasks are differentiated to ensure these children are challenged.
- Most able pupils are challenged within subject areas.
- To stimulate thinking, every class has a thinking wall/area.
- Work is celebrated on the 'Outstanding Work' display and, using a combination of teacher, peer and self-evaluation, it is clear why each piece of work is successful.
- Each class also exhibits outstanding work as part of a smaller 'Super Work' style display.

Out of class activities

The school offers an extensive range of after school clubs providing opportunities and experiences not available in the classroom.

White Court School is involved in local networks for most able pupils. This involves sending children to attend or hosting Most Able sessions on a Saturday morning to other primary/secondary schools. This covers a wide range of subject areas for children across Key Stages 1 and 2.

Every success is valued at White Court School and out of school achievements are celebrated during our assemblies.

There are many musical and sporting opportunities for Able, Gifted and Talented children to participate in.

Partnership with parents

The school works with parents /carers to ensure that the needs of their most able children are met within White Court School.

Parents will be informed during Parents’ Evenings if their child has a particular gift or talent in a certain area.

Monitoring and Evaluation

The Governing Body, in partnership with the Headteacher and Able, Gifted and Talented Leader, determine the school policy for Able, Gifted and Talented Pupils. The Headteacher and Able, Gifted and Talented Leader are responsible for working with staff to devise, monitor, evaluate and review procedures for Able, Gifted and Talented Pupils.

Review

This policy will be reviewed as part of the policy review cycle. It will also be monitored for its effect on pupils with protected characteristics.

Policy discussed and ratified at the Governing Body Meeting - Autumn Term 2016

Signed.....

Chair of Governors