Policy Statement and Expectations (to include Legal and Statutory obligations if applicable)

Laycock Primary School fosters academic and personal development in a caring and challenging environment so that each individual can achieve his/her potential. We plan our teaching and learning to enable each child to reach for the highest level of personal achievement. This policy reflects the school's educational provision and beliefs as well as its practices for children who have been identified as able and talented (A/T) in comparison to their peer group.

Rationale

More able, gifted and talented children are entitled to an appropriate curriculum response, which meets their needs.

Aims

- To provide opportunities to enable A/T children to progress at an accelerated rate without threatening their social and emotional development.
- To match individual children's needs and enable them to work at a higher cognitive level.
- To improve school based provision for the A/T children.
- To build on the strengths of A /T pupils and encourage development in areas where they may not be so strong.
- To create a whole school culture that affirms high ability and achievement.
- To have in place strategies for identifying A/T children.

Definitions

Able and talented children are those with the potential to exhibit superior performance across a range of areas, usually academic. Their attainment is well beyond age-related expectations.

Talented children are those with the innate ability to exhibit superior performance in one particular area e.g. art, music, sports.

Identification of able and talented pupils

A clear picture of those pupils who have exceptional ability is required if we are to make an appropriate curriculum response.

Identification is a continuous, whole school process which is rigorous, transparent and fair, does not discriminate against particular groups and is flexible enough to deal with pupils who join the school part way through their schooling.

It is recognised that an able or talented pupil in one school may not be considered as such in another. The criteria for identification are school-specific.

Methods of Identification

- Staff Nomination

Teachers are well placed to identify more able children as they have a range of skills which enable them to do this. Judgements are based on analysis of information and collation of evidence such as that from nursery schools, communication with children, the pupils themselves and professionals, analysis of assessments.

- Tests and Assessments

Tests are only part of the picture as they test for particular abilities. However, summative and diagnostic, general and subject specific assessments are used to support other methods of identification.

- Educational Psychologists

An educational psychologist's input may be sought if there is a need for further confirmation.

- Parental nomination

The opinion of parents about their children is highly valued and should always be taken into consideration but will not necessarily be the sole method of identification. All parents consider their child to be special and believe that s/he is displaying exceptional ability, but the school may regard that ability to be similar to that displayed by peers.

- Awareness

Although not a formal method of identification, awareness is a useful one. The more we consider ability and look for outstanding ability, in a variety of areas, the more children we will identify.

- Provision

By building challenge into our provision across the whole school (not just curriculum areas) more children are likely to be identified.

Whole School Level Strategies

Opportunities for extension and enrichment are built into all aspects of our school provision.

Classroom Level Strategies

- We understand and acknowledge the importance of establishing what prior knowledge, understanding and skills children have so far so as to avoid unnecessary repetition of work which is extremely demotivating.
- We try to raise the profile of achievement whilst at the same time recognising that peer pressure can require some children to conform to the culture of under-achievement.
- We are alert to the bright but unproductive child who could achieve better results if motivated and challenged.

The school's SENCo leads the development, implementation, monitoring and evaluation of its policy for identifying A/T pupils and monitors the teaching and learning programme for them by

- Working with class teachers to develop, implement, monitor and evaluate planning;
- Leading the review and implementation of an effective whole school policy on support for A/T pupils;
- Linking with assessment, home learning, home school agreements, parental involvement etc.;
- Identifying and promoting staff professional development activities;
- Acting as the 'champion' of A/T children by creating and sustaining positive attitudes towards them, establishing a shared understanding of their academic, social and emotional needs and ensuring that all A/T pupils receive the right blend of challenge and support;
- Maintaining a Register of A/T pupils which is reviewed and shared at least annually;
- Organising and sharing resources, ascertaining further resource needs.

This policy will be reviewed in line with the current School Development Plan. Comments from staff and governors will be considered.

Reviewed by: Mrs J Webster with the support of Mrs J Nove, Head Teacher – November 2016

Approved by: Governing Body:

Signed ……………………………………………………………………… Chair of Governors.

Date …………………………………………………………….

To be reviewed: November 2017

Appendix of further information

Staff are required to consider the following with regard to A/T pupils:

- poor motivation may disguise high ability,
- there may be a mismatch between writing skills and verbal skills,
- evidence from previous settings (where applicable) must be considered,
- very able pupils may struggle with social relationships,
- able pupils may be keen to disguise abilities,
- they may be very sensitive to perceived 'put downs',
- they may be obsessive about accuracy and strive for perfection,
- they may present as having a limited attention span,
- poor behaviour may be a sign of boredom and lack of challenge,
- conversely they may present as quiet, introverted, or even depressed,
- they may have a particularly quirky sense of humour or conversational gambits which may appeal only to adults.

Teaching Methods

- The use of varied and flexible groupings, sometimes allowing able children to work together, sometimes allowing them to take specific roles in mixed-ability groups.
- Differentiate objectives, targets, task and outcome (including differentiated homework).
- Encourage able and talented pupils to:
  - organise elements of their own work,
  - carry out unaided tasks which stretch and challenge their capabilities,
  - make choices about their work and its organisation,
  - develop the ability to evaluate their own work and so become self-critical.

Whole School Level Strategies

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

- create an ethos it is 'OK to be able
- encourage all pupils 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 that recognise and promote able and talented pupils by
  - recognising achievement (teacher praise, marking, rewards)
  - participation in projects linked to local secondary schools
  - seeking opportunities to access and attend A/T events held in local schools

Strategies for supporting able and talented pupils

Acceleration – subject acceleration – joining more advanced pupils for special subjects / out of school courses and workshops- extra lessons in subject areas, concurrent studies.

Self-organised study - which the pupils do while other pupils are completing other work, possibly directed to areas of the curriculum in which the child is found to be weaker.

Mentoring – working with an expert in the field.

Extension –individual targets and learning objectives that set higher order demands on the planned activities.

Enrichment –perhaps with the-use of Computing.

Differentiation - vary presentation, vary recording, appeal to aptitude and interest as well as ability.

Encouragement – especially where a talent may not be recognised at home.

Creating challenging modules of work; account for prior knowledge and skills practice, decide on basic content and skills to be emphasised, create open question situations that extend and develop the pupil's learning, vary the time requirement to provide experience of both tight deadline pressure and sustained work, differentiation by task as well as outcome, enrichment of task with additional resources that have extra challenge and extension of a task with additional tasks that relate to and lead on from the core work.