

Hunmanby Primary School

Able Gifted and Talented Children Policy

Introduction

In our school 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 we enable each child to reach for the highest level of personal achievement. This policy helps to ensure that we recognise and support the needs of those children in our school who have been identified as 'able', 'gifted' and 'talented' according to national guidelines.

'Able pupils' refers to students who achieve, or have the ability to achieve above average in one or more subject. Gifted and talented children are those who have one or more abilities developed to a level significantly ahead of their year group (or with the potential to develop these abilities).

In England the term 'gifted' refers to those pupils who are capable of excelling in academic subjects such as English or History. 'Talented' refers to those pupils who may excel in areas requiring visio-spatial skills or practical abilities, such as in games and PE, drama, or art.

Some gifted and talented pupils may also appear on the Special Educational Needs (SEN) register for behavioural, learning or physical difficulties

Our school values the individuality of all our children and their right to access all areas of learning.

Aims and objectives

Through this policy we aim to:

- ◆ ensure that we recognise and support the needs of our children;
- ◆ enable children to develop to their full potential;
- ◆ offer children opportunities to develop their own gifts, talents or skills
- ◆ identify ways we can challenge and extend children through the activities that we provide in school (or through outside agencies and organisations)
- ◆ encourage children to think and work independently.

Identification of Gifted and Talented children

Many educationalists have produced lists of characteristics of very able children. Familiarity with these characteristics can help teachers to build up a pupil profile of learning strengths for gifted pupils and aptitudes for talented pupils. Such a profile may help to identify a pupil who might not be achieving at a particularly high level but who may have real ability or talent in certain areas. However, these characteristics are indicative and not definitive.

General Characteristics of Able, Gifted and Talented Pupils - he or she may:

- ◆ be a good reader
- ◆ be very articulate or verbally fluent for their age
- ◆ give quick verbal responses (which can appear cheeky)
- ◆ have a wide general knowledge
- ◆ learn quickly
- ◆ be interested in topics which one might associate with an older child
- ◆ communicate well with adults - often better than with their peer group
- ◆ have a range of interests, some of which are almost obsessions

- ◆ show unusual and original responses to problem-solving activities
- ◆ prefer verbal to written activities
- ◆ be logical
- ◆ be self taught in their own interest areas
- ◆ have an ability to work things out in their head very quickly
- ◆ have a good memory that they can access easily
- ◆ excel artistically, musically or in sport
- ◆ have strong views and opinions
- ◆ have a lively and original imagination / sense of humour
- ◆ be very sensitive and aware
- ◆ focus on their own interests rather than on what is being taught
- ◆ be socially adept
- ◆ appear arrogant or socially inept
- ◆ be easily bored by what they perceive as routine tasks
- ◆ show a strong sense of leadership
- ◆ not necessarily be well-behaved or well liked by others

We use a range of strategies to identify gifted and talented children. The identification process is ongoing and begins when the child joins our school.

As the children progress through the school, we assess and monitor regularly to ensure that they are making the sort of progress that we are expecting of them in their personal targets. We identify them as able, gifted and talented children when they demonstrate a potential to achieve at an exceptionally high level (national curriculum standards) in a specific area or areas of the curriculum or have a particular skill or talent i.e. drama, sport, etc.

Children identified as gifted and talented are added to the school's AG&T register on ScholarPack and parents informed. It is important to note that placement on the AG&T register may be transitory. Class teachers will review listed pupils regularly with the schools' AG&T Coordinator and SENDCo.

Aptitudes in English and mathematics

Able and gifted children in English are identified when they:

- ◆ demonstrate ability well above the higher end of age related expectations;
- ◆ demonstrate high levels of fluency and originality in their conversation;
- ◆ use research skills effectively to synthesise information;
- ◆ enjoy reading and respond to a range of texts at an advanced level ;
- ◆ use a wide vocabulary and enjoy working with words;
- ◆ see issues from a range of perspectives;
- ◆ possess a creative and productive mind and use advanced skills when engaged in discussion.

Able and gifted children in mathematics are identified when they:

- ◆ demonstrate ability well above the higher end of age related expectations;
- ◆ explore a range of strategies for solving a problem;
- ◆ are naturally curious when working with numbers and investigating problems;
- ◆ see solutions quickly without needing to try a range of options;
- ◆ look beyond the question in order to hypothesise and explain;
- ◆ work flexibly and establish their own strategies;
- ◆ enjoy manipulating numbers in a variety of ways.

Teaching and learning style

Teachers in our school plan carefully to meet the learning needs of all our children. We give all children the opportunity to show what they know, understand and can do, and we achieve this in a variety of ways when planning for children's learning by providing:

- ◆ a common activity that allows the children to respond at their own level;
- ◆ an enrichment activity that broadens a child's learning in a particular skill or knowledge area;
- ◆ an individual activity within a common theme that reflects a greater depth of understanding and higher level of attainment;
- ◆ the opportunity for children to progress through their work at their own rate of learning.

Children meet a variety of organisational strategies as they move through the school. Each strategy supports all children in their learning, but gives due regard to the more able and gifted learners.

We also offer a wide range of extra-curricular activities. These activities offer talented children the opportunity to further extend their learning in a range of ways. Opportunities include sporting, musical and other clubs such as ICT, gardening and cookery. We also access local events such as able, gifted and talented writers where authors coach and inspire the children.

We also recognise that from time to time we encounter children whose talents would benefit from the expertise of specialist groups and organisations. Under these circumstances we endeavour to provide the appropriate contact information or referrals.

Management strategies

One teacher co-ordinates the provision and practice within the school for able, gifted and talented children. The co-ordinator's role includes:

- ◆ ensuring that the more able and very able register is up to date;
- ◆ monitoring teachers' planning to ensure that suitable tasks and activities are being undertaken by more able and very able children across all curriculum areas;
- ◆ regularly reviewing the teaching arrangements for more able and very able children;
- ◆ monitoring the progress of more able and very able children through termly discussions with teachers;
- ◆ supporting staff in the identification of more able and very able children;
- ◆ providing advice and support to staff on teaching and learning strategies for gifted children;
- ◆ liaising with parents, governors and LA officers on issues related to gifted and talented children.
- ◆ Reporting back to the SLT to inform the ETAL.

The AG & T co-ordinator monitors this policy on a regular basis and gives feedback to the governing body. The monitoring includes feedback from parents and children, as well as classroom observations.

To be reviewed: May 2021