

St. Augustine of Canterbury Catholic Primary School



GIFTED & TALENTED CHILDREN POLICY 2019

Mission Statement

St Augustine of Canterbury Catholic Primary School provides an education that inspires and nurtures God's children to succeed to their full potential as we...

"Created by God to love and learn"

Introduction

At St. Augustine of Canterbury Catholic Primary School, we recognise that God has made us in a unique way with differing talents and abilities from each other. 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 'gifted' or 'talented'.

In these guidelines, the term 'gifted' refers to a child who has a broad range of achievement at a very high level. Those children who are gifted often have very well-developed learning skills in the academic subjects. The term 'talented' refers to a child who excels in one or more specific fields, such as sport or music, but who does not perform at a high level across all areas of learning. In our school, however, we use the term 'more able' or Academically More Able (AMA) children who, at a national level, are referred to as 'gifted' and 'talented'.

The school mission statement identifies the importance of valuing the individuality of all our children. The Christian aims of our school make specific reference to teaching and learning that takes into account the needs of all children. They also identify the commitment to giving all our children every opportunity to achieve the highest of standards. This policy guides the way in which this happens for our more able children.

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 generate their own learning;
- ensure that we challenge and extend the children through the work that we set them;
- encourage children to think and work independently.

Identification of more able children

We use a range of strategies to identify more able children. The identification process is ongoing and begins when the child joins our school. Each child's pre-school record gives details of their achievements and interests in particular areas. Discussions with parents and carers enable us to add further details to these records.

Children undergo baseline assessment within the first half-term of joining our reception class. This gives information about their developing skills and aptitudes across several areas of learning. We (may) discuss each child's baseline assessment information with the parent and

use this information when planning for individual needs. This compliments their records from nursery school regarding their progress against the Early Learning Goals.

As the children progress through the school, we test them regularly to ensure that they are making progress in line with expectations and personal targets. We identify them as more able children when they achieve high levels of attainment across the curriculum, or in particular skills or aspects of subjects. Once identified as a more able or AMA child, they can not be taken off the register and the label remains until they leave the school.

The children undertake national tests in Year 1 (Phonics), Year 4 (Multiplication tables), Year 2 and Year 6 (SATs), plus optional tests in Years 3, 4 and 5 in maths, reading and SPAG. Teachers also make regular assessments of each child's progress in all subjects of the National Curriculum. We compare the information from these tests with a range of national and LA data, in order to ensure that each child is making appropriate progress. Formal assessment of each child's progress in reading, writing, maths and science are recorded four times per year using the school's internal data tracking system called Target Tracker. This data is then formally evaluated by the data lead and used in pupil progress meetings throughout the year. Teachers discuss the children's progress with parents at the termly consultation evenings and report each child's progress in the end of year written reports. R.E. assessments are recorded periodically throughout the year.

Aptitudes in English and Mathematics and Science

More able children in English are identified when they:

- 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;
- Achieve Greater Depth (3) in Reading or Writing in their Early Learning Foundation Stage (EYFS) goals or in their Key Stage 1 SATs (scaled score 110+).

More able children in Mathematics are identified when they:

- 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;
- Achieve Greater Depth (3) in Maths in either (both) of their Early Learning Foundation Stage (EYFS) goals or in their Key Stage 1 SATs (scaled score 110+).

More able children in Science are identified when they:

- explore a range of strategies for solving a problem;
- 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;

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 differentiated 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;
- open ended tasks that can have multiple answers or allows different approaches to an answer.

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 learner.

Individual pupil targets in writing (including spelling) and maths are set throughout the school. All classes have identified ability and mixed ability groups of children. The more able group are regarded as being or having the immediate potential to be very able and talented pupils. Teachers and the Headteacher review the progress of children each term, and children move between in class teaching groups as appropriate. This enables teachers to plan work that reflects the varying abilities within each group.

We offer a range of extra-curricular activities for our children. These activities offer more able children the opportunity to further extend their learning in a range of activities. Opportunities include a range of activities. These activities are open to all pupils and enable the talented pupils to develop their talents.

Learning is also enriched through regular homework activities and independent studies linked to the work being undertaken in classes. This offers teachers a further opportunity to set work at the level of individual children.

The children will also have the opportunity to experience a range of educational visits that further enrich and develop learning.

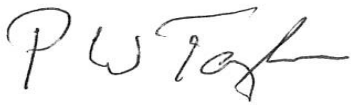
Management strategies

The Headteacher and Inclusion lead monitor the provision and practice within the school for more able children. This includes:

- SLT monitoring teachers' planning to ensure that suitable tasks and activities are being undertaken by more able children across curriculum areas;
- regularly reviewing the teaching arrangements for more able children;
- monitoring the progress of more able children through termly discussions with teachers in Pupil Progress Meetings;
- supporting staff in the identification of more able children;
- providing advice and support to staff on teaching and learning strategies for more able children;
- liaising with parents, governors and LA officers on issues related to more able children.

The Headteacher and/ or the Inclusion lead will monitor this policy on a two-year cycle or as and when new information/ advice is given. The monitoring includes feedback from parents and children, as well as regular classroom observations of teaching and learning, and termly evaluations of children's written work.

Subject Leaders collect samples of work from more able children, in order to demonstrate the standards that they are achieving. We use these examples to inform the process of identification of more able children and keep a log of extended curriculum provision that supports their needs.

Author	Head Teacher	Review Frequency	Every 2 years Subject to local education authority and/or national policy change
Date of Ratification	June 2019	Related Policies	
Review Group	Resources Committee	Chair of Governors Signature	
Review Date	June 2021		

Equality Impact Assessment - Groups that may be affected:

Are there concerns that the policy could have a different impact on any of the following groups? (please tick the relevant boxes)	Existing or potential adverse impact	Existing or potential for a positive impact x or n.a.
Age (young people, the elderly; issues surrounding protection and welfare, recruitment, training, pay, promotion)		X
Disability (physical and mental disability, learning difficulties; issues surrounding access to buildings, curriculum and communication)		
Gender reassignment (transsexual)		
Marriage and civil partnership		
Pregnancy and maternity		
Racial groups (consider: language, culture, ethnicity including gypsy/traveller groups and asylum seekers)		
Religion or belief (practices of worship, religious or cultural observance, including non-belief)		
Gender (male, female)		X
Sexual orientation (gay, lesbian, bisexual; actual or perceived)		