

Able Gifted & Talented

Our Schools' Curriculum Aim:

The staff of St. Cuthbert's and St. Sebastian's will work to give each child full access to a broad and balanced curriculum, relevant for our school community and the diverse experiences of our children, encouraging in each individual a sense of self-worth and self-esteem.

Introduction

At St Cuthbert's and St Sebastian's we believe that all pupils regardless of ability, ethnicity or cultural background have the right to achieve their full potential in school.

We aim to help them achieve this by creating a school community where:

- Pupils are stimulated and motivated.
- Pupils are given the opportunity to flourish and achieve.
- Pupils' independence and responsibility are fostered.
- Everyone is valued and respected.

Statement of Intent:

Staff will strive to:

Provide a stimulating environment in which each child can flourish and develop according to his/her own needs, aptitude and ability, having full access to our new "Creative Challenge Curriculum" devised, planned and produced by the staff of our Federation.

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Safe Guarding

Our schools are committed to safeguarding and promoting the welfare of children, and expect all staff, parents and visitors to share this commitment.

Creative Curriculum

Staff of the Federation have collaborated closely to devise a new and inspiring Creative Challenge Curriculum. This creative curriculum has been implemented with a view to improving further the quality of our teaching and learning. We endeavour to ensure our children are motivated and inspired to want to learn by providing a broad and balanced curriculum with sound stimulating cross curricular links and skill based learning with an emphasis on progression.

Equal opportunities

At our schools we will strongly promote self-respect for all in our school irrespective of race, creed or gender. Our school communities have zero tolerance towards discrimination or prejudice of any kind (homophobia, biphobia or transphobia). Care will be taken to ensure that Creative Challenge Curriculum planning, resources and workshops do not present stereo-typical images, rather role models from diverse backgrounds and cultures reflecting the multi-ethnic nature of our society.

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S.E.N.D

Assessment determines planning and teaching objectives will be directed specifically towards the needs of all children. Pupil Profiles (Key Stage 1 & 2) and Play Plans (Foundation Stage) are made available to address any children identified as having particular Special Educational Needs & Disabilities. These plans are shared with and reviewed with the child and their parents, ensuring that they are informed of specific objectives, strategies in place and the impact of such provision.

Able, Gifted and Talented

Able, 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, 'talented' refers to those pupils who may excel in areas requiring visio-spatial skills or practical abilities such as games and PE, drama or art. Some gifted and talented pupils may be intellectually able and also appear on the SEND register for behavioural, literacy or physical difficulties.

The provision for A, G and T pupils as with all pupils is a question of equity; they have a right to an education which is suited to their practical needs and abilities. They need to be presented with work which challenges, stretches and excites them on a daily basis, in an environment that celebrates excellence and is supportive of those who may in years to come break the boundaries of what we know and understand. The Creative Challenge Curriculum has been devised by teachers to ensure that ALL children have extensive opportunities for self-challenge.

Exceptional Education Profiles (EEPs) are devised for a very small minority of pupils who are considered to be in the top 2% nationally in any particular area. Criteria are hard to define, as there are such a wide range of talents, we

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therefore use our rigorous teacher assessment in order to inform the process of compilation.

Computing

As a Federation we are committed to enhancing our Creative Challenge Curriculum by providing and maintaining a seamless provision of computing across all curriculum areas. We aim to equip all teaching staff with up to date, relevant and inspiring resources as a means through which the quality of our children's learning will be enriched and extended. We are gradually initiating the use of apps on our newly purchased ipads.

The role of the Co-ordinator

The co-ordinator for Able, Gifted & Talented will be responsible for monitoring whether the policy is carried out and any additional responsibilities this role brings. In consultation with staff the co-ordinator will maintain an accurate record of Able, Gifted & Talented assessing the impact on pupils being encouraged to achieve their potential. The co-ordinator will liaise with the school Governor responsible to take an active role for Able, Gifted & Talented and report to the appropriate committee at least twice a year.

The Co-ordinator will actively seek courses for Staff Development, which will enable teachers to be:

- clear about what constitutes high level performance;
- familiar with higher-order thinking skills and how to develop them in different contexts; and

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- able to set tasks which challenge A,G&T learners.
- acquiring expertise in NC14 initiatives

SDP 2015-2016: In light of Governmental initiatives and reflecting the schools priorities, the co-ordinator is continuing to drive priorities within the three distinct "Working Parties":

1. Pupil Premium
2. Teaching & Learning
3. Creative Challenge Curriculum

Aims:

Identification.

Our aim is to actively identify our A,G and T children, using a fair and transparent process through which able and under achievers will not be overlooked. We use the term A, G and T to indicate those who demonstrate the ability to perform significantly above average within their year group in our school in a specific area. We try to have the widest possible view of ability and believe that many pupils have particular skills outside the usual definitions of ability. We try to encourage and reward those pupils who, for example, are good at supporting others, demonstrate leadership and entrepreneurial skills. Within the school curriculum all staff ensure that they cater for children who have different learning needs, and recognise that pupils in their class may have a range of preferred learning styles.

We aim that each school's A, G & T cohort is broadly representative of the socio-economic composition of the school.

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A record of the school's A, G and T cohort will be maintained and regularly updated to enable identification to be an ongoing continuous process. Staff will strive to identify pupils with the potential to be A,G&T who may be underachieving due to a variety of other factors.

We will endeavour to ensure that the abilities of A, G&T learners from vulnerable groups, including pupils with EAL, are effectively nurtured in order to avoid underachievement in this group.

We try to build up a comprehensive picture of each child's ability by using as many indicators and as much information as possible. We can draw information from:

- Detailed records from previous class.
- Test results, baseline assessment, Phonics, SAT's, etc.
- Discussion with the child.
- Parental information.
- Nomination forms from extra-curricular activity providers.
- Specialist knowledge from outside agencies.
- Continuous assessment by the teacher of tasks which are open ended enough to allow the child to show what he or she can do.
- Detailed individual assessment by an educational psychologist if the co-ordinator for able pupils feels it is appropriate.

Objectives:

Provision.

We aim to provide high quality learning experiences for our able, gifted and talented children. By following a whole school approach, we aim to achieve the following:

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- A climate within school that ensures the children feel good about achieving high standards.
- An atmosphere where pupils are taught to get along with each other, feel comfortable with each other and learn to accept differences of individuals. We do this through our SEAL programme, collective worship and RE lessons.
- The identification of the particular needs of more able children in all our planning including policy documents, schemes of work, medium term plans, short term plans and any individual lesson plans. These needs will be general or particular as appropriate.
- The provision of high quality resources.
- Encourage children to be independent learners. Provide opportunities for them to organise their work, access the resources they need, work unaided, make their own choices about work, evaluate what they are doing and be self critical.
- The teaching of intellectual skills which will include oral and written communication and information handling as well as problem solving, hypothesising and other thinking skills.
- Flexibility of organisation which might include withdrawal, setting for a particular subject, cross curricular enrichment projects or partial acceleration, thereby providing opportunities for the able child to work with others of a similar ability.
- The creation and adoption of mentorship, if it is felt appropriate for a particular able child or group of children.
- The provision of opportunities for more able children to serve on working parties which are given tasks such as producing newspapers, advising on environmental issue, serving on school councils etc.
- The celebration of achievement whilst maintaining the highest possible expectations.
- Providing stimulating workshops in many areas of the arts, science, drama, mathematics, etc, to give the more able children the opportunity to challenge their ability.
- Provide a wide variety of after school clubs which will enable the children to develop their ideas and skills beyond the classroom environment and

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stretch their creativity in a wider sense; e.g. drama, music, choir, speech choir, individual speech, art, cookery, sport and many more.

Curriculum Organisation and Implementation:

In the Classroom.

Our aim is to:

- Establish what pupils can already do or have already done so that we are not duplicating work for them.
- Confront and reduce peer pressure to underachieve.
- Provide appropriate challenge through high quality tasks for enrichment and extension which will always be available for more able children allowing for flexibility to adapt to changing needs/directions.
- Be flexible and varied over pupil grouping ability, mixed ability, individual.
- Differentiate appropriately through stimuli, resources, tasks, outcomes, and responses.
- Provide a wide variety in what we prepare for the pupils and in what we ask them to do for us.
- Set personalised targets.
- Promote independent learning and the pursuit of other lines of enquiry - thereby increasing the depth and breadth of study
- Set appropriate homework
- Inform the pupils of the standards to aim for - pupils know the criteria by which their work will be judged.
- Celebrate achievement and maintain the highest possible expectations.

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Outside the Classroom.

Our aim is to provide a wide range of enrichment activities for all our pupils, more able pupils will be actively encouraged to participate in these activities. After school clubs vary during the year but there is always a full and varied programme of events on offer which pupils have access to. We will encourage our pupils to enter exams in music, competitions in art, competitions in singing, speech choir and individual speech and to enter for nationally recognised grades in music, By doing this the children are setting themselves higher standards and challenging themselves against nationally recognised criteria.

We have established a wonderfully creative outdoor learning area which gives us the scope to extend learning outside the classroom, as this area will incorporate outdoor learning areas which will enable our children to challenge themselves beyond the confines of the classroom, in science, environmental issues, eco, art, sculpture, natural world and wildlife, plants and animals.

Generic Statement

It has been decided by the curriculum committee, in consultation with senior managers from both schools, that a statement regarding A, G & T should appear on all school curriculum policy documents (see above).

Resources

A variety of resources are used in teaching throughout the school. No single resource or publisher fits the need of all aspects of the curriculum or of all areas in the scheme of work. Teachers select, adapt and supplement published resources, and produce their own as required.

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Resources are selected to be relevant according to the full range of requirement of the Creative Challenge Curriculum and are to be attractive, challenging and interesting to the children.

Additional Support

Throughout KS1 and KS2, Teaching Assistants work with groups during lessons to support those with Special Educational Needs & Disability and extend the more able. In addition, Able, Gifted and Talented pupils may be offered additional sessions to further challenge their skills in English and Mathematics. Specialist coaches will be used to support those talented in sports and specialist leaders will be used to run workshops in other areas of the curriculum, such as art and drama.

Transition

It is essential that effective systems of transition between key stages are in place - from Foundation to Year 6 and subsequent secondary schools. Teachers meet, between each year group, so that staff are fully informed as to progress, abilities and achievements of children entering the year. During summer term, staff hold meetings with parents, to discuss the varied matters regarding transition from F1 to F2, F2 to Y1. Further individual needs are discussed during parents' evening. Children visit their new setting and meet new teaching staff during the summer term, to support them and allow for a smooth transition.

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Much emphasis is also placed upon Y6 transition. Y6 teachers attend the SENCo transition briefing days, meeting with secondary schools and discussing all matters which will inform Y7.

Secondary schools are invited in, so that our children may meet their new teachers and information and records may be shared. Teachers take this opportunity to inform the Head of Y7 of pupils' specific gifts and talents. Our Y6 are all encouraged to attend Transition Days each year. However, we recognise that some Y6 may feel anxious about the next stage in their school life. Therefore, two further transition days per year are allocated, when our year 6 experience a variety of workshops, exploring themes which may arise during this time.

It is our aim that Y6 children, as confident, independent learners, are fully equipped and ready to take the challenge of secondary school life.

Assessment and Record Keeping

We believe that effective assessment provides information to improve teaching and learning. We give our children regular feedback on their learning so that they understand their 'Next Steps'. We use information collected from assessments to allow us to plan lessons based on detailed knowledge of each pupil. We strive to ensure that all tasks set are appropriate to each child's level of ability. Planning makes clear the learning objectives for each lesson. We use planning as a working document and note those individual children are achieving below or exceeding Age Related Expectation (A.R.E) for the lesson and use this information when planning for the next lesson. We also keep this information as a record of progress made by the class. We give parents regular reports on their child's progress so that teachers, children and parents are all working together to raise standards for all our children.

Procedures used by the school:

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National statutory tasks and tests: The EYFSP data and Phonics Screening that is administered in Year 1 (& re-administered where applicable).

Statutory National Assessments for KS1 & 2 are currently under review. The Federation is committed to our partnership with the Liverpool LA Assessment Pilot Scheme and as such is developing rigorous assessments systems in accordance developing guidance.

National non-statutory tasks and tests (optional SATS): We are developing Scale Score in order to define our standards in line with Liverpool LA Assessment Pilot Scheme recommendations.