



Alderman Pounder Infant and Nursery School

Able, Gifted & Talented Policy

Document Owner: Head Teacher

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REVISION HISTORY

Version	Revision Date	Next review due	Summary of Changes (and author)
1.0	Spring 2014	Spring 2018	Policy revised (S Ingram)
1.1	Spring 2018	Spring 2022	No changes (J Hemsley)

Aims

At Alderman Pounder we recognise the diversity of the needs of the individual and the importance of providing a personalised curriculum. As teachers, we recognise that many of our students are 'more able', 'gifted' and or 'talented' learners, and we endeavour to foster and extend their abilities to the maximum potential.

We are dedicated to providing an environment which encourages all students to maximise their potential and this includes more able, gifted and talented children, regardless of their background, race, religion, gender, ethnicity or individual need.

We understand and acknowledge that some students will be working at a higher cognitive level than others and therefore recognise that provisions need to be in place to match the student needs.

Some students will have specific skills and talents and we recognise the need to provide opportunities for these to develop.

Definition

What constitutes a 'more able' learner?

A more able learner is one who is performing above the classroom average in one or more curriculum area.

What constitutes a 'gifted' learner?

A gifted learner is one who has abilities in more than one subject within the curriculum.

What constitutes a 'talented' learner?

A talented learner is someone who has ability in art and design, music, sport or performing arts.

Identification

Alderman Pounder will identify its more able students by:

- Using baseline data to identify those children 'exceeding' at the end of FS2. These students who those who are achieving, or have the potential to achieve, significantly in advance of the average of their year group in their school.
- Ensuring that the identification process is rigorous and does not discriminate against particular groups (i.e. ethnicity, FSM, gender) Ensuring that those who are more able, gifted and talented, but underachieving, are identified and their progress monitored

We are committed to an inclusive policy of identifying pupils' potential regardless of their background, race, religion, gender, ethnicity or individual needs.

Provision

Alderman Pounder aims to meet the needs of all pupils through appropriate levels of challenge and enrichment. All staff consider the following strategies:

Planning

- identify clear stages of development in all subject areas
- plan a differentiated curriculum with a balance of whole class, group and individual teaching
- differentiate through pace, task, dialogue, support, outcome, resource, content and/or responsibility
- plan a variety of extension and enrichment activities
- set for some subjects
- target setting

Challenge

- problem solving and investigation to develop reasoning and thinking skills
- use and model open-ended questions and tasks
- opportunities for creative and productive thinking

Extending and Enriching the Curriculum

- visiting experts and range of materials and resources
- use of subject specialists
- clubs at lunchtime or after school, covering academic as well as other activities
- enrichment sessions during the school day

Continuity and Progression

Information on more able, gifted and talented pupils is provided on transfer between classes. Information on more able, gifted and talented pupils is provided on transfer between schools.

Monitoring, Assessment and Evaluation

Pupils' achievements will be monitored and evaluated against set individual targets. This process will include:

- pupil progress meetings between class teachers and the Head Teacher
- regular tracking of progress across the curriculum
- encouraging pupils to assess and review their own performance
- valuing out of school achievements
- intervention activities to prevent underachievement

Our commitment to support more able, gifted and talented pupils is reflected in our School Improvement Plan.