



ABLE GIFTED AND TALENTED CHILDREN

POLICY

FOR SCHOOLS WITHIN

THE KEYS FEDERATION ACADEMY TRUST

**St. Peter's C. of E. Primary School, Hindley
Hindley Green Community Primary School
St. John's C. of E. Primary School, Hindley Green
St. John's C. of E. Primary School, Abram**



September 2018

POLICY FOR THE PROVISION FOR ABLE, GIFTED AND TALENTED CHILDREN

This policy for the provision for able, gifted and talented children was written in conjunction with all staff

Philosophy

Schools within The Keys Federation Academy Trust recognise that some of our children are able, gifted or talented in a particular area or areas. We aim to address their individual and different needs through the implementation of the following:

- Inclusion of children on a register
- The appointment of a co-ordinator
- Differentiated teaching and targeted support to enhance learning

We aim to make the education of all children enjoyable, challenging and effective.

We aim to tailor the education we provide to meet and challenge at the correct level to develop all children as learning individuals, thus enabling them to raise their achievements.

The policy should be read with reference to The Keys Federation Academy Trust SEN&D Policy.

Aims

1. To promote the fact that able, gifted and talented children have individual and different needs and have the equal right to have their individual needs catered for in our inclusive schools, to ensure all children achieve their full potential.
2. To ensure that lessons are differentiated to meet the needs of able children at all times.
3. To develop a culture of challenge to encourage self development and motivation for all to achieve beyond their expectations.
4. To recognise that academic ability and attainment associated with this is not the only form of achievement for our children.
5. To raise the profile of skills throughout the schools.
6. To offer a variety of extra-curricular opportunities on a termly basis.
7. To provide a quality Whole Education for all. This may be through our Sports Academy, Music Academy, STE(A)M, local and national competitions, awards, key roles of pupil voice, Trust Board Pupils of Purpose, elected School Council reps, School Ambassadors, Eco Warriors, Office Assistants etc.

Objectives

1. To promote the positive implementation of a coherent policy for able, gifted and talented children.
2. To ensure the impact of this policy is monitored through achievements.
3. To work with the Hindley and Ashton Cluster of schools to raise the profile and develop the provision for able, gifted and talented children.
4. To provide appropriate resources, support and curriculum for their development.

Children who are perceived to be able, gifted or talented are listed on a register in consultation with the class teachers, child, parents/carers, Gifted and Talented Co-ordinators and Federation Inclusion Manager (see Appendix 1). Pupils will be identified through a range of sources and evidence will be documented to support this identification. The process for identification will be on-going to allow for inclusion on the register at any stage of a child's development.

Definitions

For the purpose of our policy we distinguish between children who are:

Able

An able child, as defined in our schools, is one who achieves, or has the ability to achieve, at a level significantly in advance of their peer group. This may be in all curriculum areas or in a limited range.

Gifted

A gifted pupil is one who has the capacity for or demonstrates high levels of performance in an academic area i.e English, maths or history. For example, a pupil expected to achieve a scaled score of 110+ at the end of Key Stage 2, is considered attaining at a higher level.

Talented

A talented pupil is one with a specific ability in a non-academic area.

- Physical talent – sport, games, skilled
- Visual/performing ability – dance, movement, drama
- Leadership – organiser, outstanding team member
- Social awareness – sensitivity, empathy
- Creativity – artistic, musical, linguistic

The child will be involved in his/her target setting as is age appropriate. Parents/Carers will be asked to support their children in the drive to raise standards of achievement and to support them in challenging their innate abilities.

Outside and specialist agencies will be contacted for support as deemed necessary.

If children are withdrawn for extra provision, this will be as required and not as a right for the whole of their school life. Some gifted and talented children may be intellectually able but also appear on our SEND register for behavioural or physical difficulties.

Identification

Identification of gifted and talented pupils should be a continuous, whole school process. We aim to ensure that this process is fair, transparent and flexible so that it does not discriminate against particular groups. It should make use of quantitative and qualitative assessment, including prior attainment and rate of progress so that pupils are continually identified within the school year and on an annual basis. Our tracking process ensures that such monitoring takes place.

As a guide, a gifted child will achieve significantly above national expectations for his/her year group. An able child will achieve beyond the expectation for his/her year group. We acknowledge that this should not be the only process for identification. We recognise the need to be cautious about interpreting results of a single test and value the ongoing teacher assessments made within activities. We recognise the difficulty in identifying under-represented groups (e.g EAL, learning/physical difficulties).

Teachers need to provide a wealth of opportunities and experiences and encourage parental involvement. These will be recorded on the Events/Activities register attached at appendix 2. We will continually be 'talent spotting' and encourage parents/carers to share information with us. Identification of pupils as gifted or talented is a judgement which applies to the current class/school context and refers to the current level of performance only.

Ability + Opportunities and Support + Motivation = Achievement

(Egne 1997)

This policy has been reviewed with due regard to the Equality Act 2010 during the Autumn Term 2018 and Directors are aware of its contents.

S Bruton

The Keys Federation Academy Trust

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Register of Able, Gifted and Talented Pupils – 2018/19 Academic Year

Able Pupils

Child's Name	Class	Date on register	Evidence/Reason

Gifted Pupils

Child's Name	Class	Date on register	Academic area

Talented Pupils

Child's Name	Class	Date on register	Specific Ability

