



Policy for Able, Very Able and Talented Provision

To be read in conjunction with all other policies including:-
Equality and Diversity Policy and Accessibility Plan

Introduction;

At Broadway Infant School we believe that every child should feel valued, enjoy learning and experience success. We recognise that children come to our school with prior knowledge which we can build on; bringing with them talents that we can share and celebrate.

'Meeting the educational needs of the gifted and talented is about building on good general school provision, not about providing something entirely different.' Professor Deborah Eyre, 2001

Rational:

This policy supports the school vision by seeking to provide:

A community where every child is welcomed, valued and nurtured as an individual with unique qualities and potential and where they learn consideration for and understanding of other people.

An environment where children are safe and feel confident to explore, take risks, have fun and see learning as an adventure.

An ethos of mutual encouragement, teamwork and self-belief so children develop resilience and independence.

A curriculum which is broad, challenging and creative; a curriculum which encourages children to learn through seeking solutions to problems and finding answers to their own questions.

A school where children are happy, cared for and caring; a school where every child knows the feeling of success; a school where we all strive for excellence.

Statement of Intent:

Children entering our school are starting out on a life-long learning journey. Whilst we aim to promote school wide excellence in terms of attainment we also recognise that such young children need to develop the skills to become 'well rounded', emotionally secure and confident individuals.

The school aims to:

- Identify able children and ensure they have access to a suitably differentiated curriculum which motivates, inspires and challenges their thinking.
- Identify very able children in-order to put in place individual learning plans to provide strategies to extend their gifts, whilst ensuring they become well rounded, emotionally secure and confident individuals.
- Identify talented children who are inspired by particular interests so that school can support the development of such talents and interests if they relate to the school curriculum, we also celebrate achievements that occur beyond our school e.g. sporting success, special interests, skills within the arts etc.

Definition

We recognise that it is very difficult to define what constitutes a gifted or talented child. For the purposes of this policy we have decided to use the following definitions to identify these children at Broadway Infants.

Gifted and Talented = very able including exceptionally able

Senior staff and governors will always check for any known changes in legislation or local requirements before applying this policy.



“Gifted and talented is the term applied to those children who are achieving, or have the potential to achieve, at a level substantially beyond the rest of their peer group.” (DFES Effective Provision for gifted and talented children in Primary Education October 2006)

“We use the term “gifted” to mean those pupils who are capable of excelling in academic subjects such as Literacy, Numeracy, History or Science.

“Talented” refers to those pupils who may excel in areas of the curriculum requiring visio-spatial skills or practical abilities, such as in games and PE, drama, music or art and design.” (DFES Effective Provision for gifted and talented children in Primary Education October 2006)

Gifted and talented pupils are those (approx 5-10% nationally but this could be different in different schools) pupils who are very able in one or more subjects or in creative arts or sports including those who are exceptionally able.

More able: Pupils attain above average standards e.g. they perform above national expectations in National Curriculum tests or reach levels beyond what is or could be expected in other curriculum areas or in creative/sporting fields.

Very able: Pupils reach standards in their academic, artistic or sporting achievements which are in the top 10% of all performance.

Exceptionally able: Pupils reach standards in their academic, artistic or sporting achievements which are in the top 2% of all performance

Identification

A register of high ability, gifted and talented pupils is kept by the school SENCO (Special Educational needs Co-ordinator). Parent/Carers are asked to identify their child’s gifts and talents on-entry. They are also asked to let us know if their child achieves something special outside of school so that we can share in celebrating their success. Teachers use their professional judgement and assessment information to identify and track all pupils as they progress. They identify the most able pupils in all areas of the National Curriculum and any child whose attainment indicates that they are gifted. (See Appendix 1)

Provision

Differentiation is integrated into all teachers planning. Some lessons are delivered using higher ability grouping. In addition to curriculum delivery, the school provides ‘High Ability Reader Story Sacks’. These extend and broaden a pupil’s interest in reading and also develop their thinking skills through associated strategy and problem solving games included with the books. The school also provides a ‘Problem Solving Maths Club’ which is used to challenge the most able mathematicians. The school utilises the resources with NACE (National Association for Able Children in Education) if the school has a gifted child on-roll. They also draw up an individual education plan in partnership with parents/carers to ensure a child’s needs can be fully met.

Transition

The school ensures that all tracking and pupil information is supplied to the next teacher/school so that progress is maintained and developed.

Responsibilities

The provision for high ability, gifted and talented children is monitored by the SENCO and co-ordinated by the designated Higher Level Teaching Assistant. The school appoints a Governor who is responsible for SEN and as part of their liaison with the SENCO they also follow the provision for the high ability, gifted and talented children.

Monitoring and review

Senior staff and governors will always check for any known changes in legislation or local requirements before applying this policy.



This policy will be reviewed at least every three years to take account of new developments.

Signed: Juliet Lambert

Headteacher

Date: 19.06.17

Review: June 2020

Appendix 1

Examples of some characteristics of a high ability, gifted or talented child:

The following characteristics (Taken from the 1998 Ofsted review of research by Joan Freeman) are not necessarily proof of high Ability but they alert us to enquire further into an individual's learning patterns and ability levels.

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 his/her own interest areas;
- Have an ability to work things out in his/her head very quickly;
- Have a good memory that s/he can access easily;
- Be artistic;
- Be musical;
- Excel at sport;
- Have strong views and opinions;
- Have a lively and original imagination/sense of humour;
- Be very sensitive and aware;
- Focus on his/her 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;
- And/or not necessarily appear to be well-behaved or well liked by others

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