Aston St Mary's School Policy

Subject: Able, Gifted and Talented	**Author: Jennifer Dean**
Effective Date: April 2018	
Review Date: April 2019	

1. Rationale

This policy is an integral part of the school's broader development of maximum inclusion of educational opportunity for all pupils, including Early Years, and states our commitment to providing an environment in which all pupils are enabled to realise their full potential.

2. Aims

In order to ensure that all pupils have the opportunities to develop their gifts and talents we aim to provide, through a broad and balanced curriculum, which celebrates Christian and British values:

- Access to learning that is suitably differentiated and challenging
- High expectations of achievement
- Opportunities to develop effective thinking skills and to become independent learners
- Opportunities for pupils to share their achievements
- A culture in which the ability to share ideas and work as a team member is valued

3. Definitions

Gifted learners are those with abilities in one or more subjects in the statutory curriculum other than art and design, music and PE.
Talented learners are those who have abilities in art and design, music, PE or performing arts such as dance and drama.
HAPs Higher Achieving Pupils (this term is in general usage by the staff at Aston St Mary's School).
SATs Standardised Attainment Tests.
Acceleration: advancing a child through the curriculum of the year or years above his/her chronological age.
PSHE: Personal Social and Health Education.
INCO: Inclusion Co-ordinator.

5. Identification

Within our school we recognise that gifted and talented children can be

- Good all rounders
- High achievers in one area
- Of high ability but with poor writing skills

We also recognise that

- Some children who are gifted and talented may not always show their ability
- Some children may have 'trans-intellective strengths' such as empathy, resourcefulness or resilience

Gifted and talented children are identified by making a judgement based on the following processes

- Teacher observation
- Discussion with parents
- Checklists of characteristics
- SATs , optional SATs results and other standardised assessments

- The provision of a curriculum of opportunity

Children who have been identified are listed on a 'register' which is reviewed and updated annually. The list is made available to all staff.

6. Organisational Responses

Very rarely, for exceptional pupils, it may be necessary to make changes to normal school organisation and consider the following responses:

- Acceleration
- Working with older pupils of the same ability
- Additional provision eg mentoring

7. In - class Approach

Provision will be made for HAPs through normal classroom practice which includes:

- The provision of extension and enrichment activities
- Encouraging pupils to self-differentiate
- The daily differentiation of maths and literacy and of other subjects where and when appropriate
- A challenging learning environment with interactive displays and the use of a varied range of resources
- Computing fully integrated into teaching and learning
- An awareness of different learning styles

8. Out of class activities

We aim to provide opportunities for our HAPs through

- A wide range of musical and sporting opportunities
- Out of school visits
- After school and lunchtime clubs
- Liaison with other local schools, including secondary schools
- Planned 'curriculum days'
- Residential experiences for Y5 and 6

9. PSHE and Christian Values

We believe that it is important that gifts and talents should not be nurtured exclusively but rather as part of the whole development of the pupil. Through Worship, Christian Values and PSHE we aim to develop

- Inter-personal and intra-personal skills
- Emotional intelligence
- Creative development
- Self esteem

10. Co-ordination and Monitoring

Co-ordination is the responsibility of the Gifted and Talented co-ordinator, Jennifer Dean, whose tasks include;

- Ensuring that the policy is implemented

- Monitoring the progress of HAPs
- Ensuring that staff are kept fully up to date and aware of all matters relating to gifted and talented children
- Reviewing and updating the register of gifted and talented children
- Organising, 'mapping' and evaluating the provision for gifted and talented children

11. Evaluation and Review

This policy will be reviewed annually. The quality of provision will be monitored by the head teacher and the co-ordinator who will report to governors.

AUTHORISATION

Signed by the Chair of the Curriculum Committee on behalf of the Governing Body, who approved this policy:

Date……..

Signed ……..