

	<b>Policy Name</b>  Able, Gifted and Talented		<b>Date Adopted:</b>  <b>By whom:</b>
<b>Date for review:</b>  June 2019	<b>Applicable to:</b> Whole school	<b>Staff member responsible:</b> Hannah Smith	<b>Governor committee responsible:</b> Standards/performance

## General Rationale

At Middle Barton our school aims are that we endeavour ‘to maximise the potential of every child’ with a shared understanding that every child has the potential to achieve excellence, regardless of gender, background or additional needs.

Middle Barton School is committed to providing an inclusive environment that encourages *all* pupils to reach their full potential throughout all areas of the school curriculum and beyond. We aim to identify pupils who are able, gifted and talented and support their abilities and talents. The quality of provision and approaches needed to challenge the most able will be of benefit to all children, reflecting our commitment to equality and inclusion.

## Aims

At Middle Barton School, we aim to provide for able, gifted and talented pupils through the following:

- recognising the entitlement of able, gifted and talented pupils
- identifying able, gifted and talented pupils
- monitoring and evaluating progress of able, gifted and talented pupils
- encouraging able, gifted and talented pupils to work at a higher cognitive level, developing skills of personal enquiry
- providing opportunities for able, gifted and talented pupils to use higher order thinking skills
- providing opportunities for able, gifted and talented pupils to develop specific talents both within and outside the school environment
- provide opportunities for the whole child to develop socially and intellectually, developing a learning culture for the whole school community

### **Definition (derived from DCSF guidance)**

The very notion of the term 'gifted and talented' can be controversial. Staff have agreed to use the term 'very able'. This descriptor, refers to those who demonstrate, through achievement, or the potential to achieve, significantly higher levels of attainment than most pupils of the same age in subjects within the statutory school curriculum.

We recognise very able pupils can be:

- good all-rounders
- high achievers in one area
- of high ability but with low motivation
- of good verbal ability but poor writing skills
- very able with short attention span
- very able with poor social skills
- keen to disguise their abilities

and that very able children may demonstrate:

- physical talent
- mechanical ingenuity
- high intelligence
- artistic talent
- leadership
- creativity

### **General Support Provided**

Out of class, able, gifted and talented pupils will be encouraged to participate in extra- curricular activities and differentiated homework. Network opportunities with Chipping Norton School and with Oxford Brookes will be explored. These activities enable similarly able pupils to interact and have extension and enrichment opportunities. Our subject co-ordinators will advise staff, pupils and parents on enrichment activities and opportunities for individual pupils.

### **Identification and monitoring schemes**

High ability comes in different forms and there is not a single, simple benchmark. Identification is most effective when there is scrutiny of a range of information. These

may include teachers' summative and formal assessments, observations, information from parents, other settings, pupils and quantitative and qualitative data. Professional discussions regarding the child will take place with the pupil's class teacher and other relevant staff (SENDco/Headteacher) before identifying the pupil as able, gifted and talented.

All teachers should take the responsibility of identifying potentially able, gifted and talented pupils.

Identification is carried out through:

- analysis of information from previous teachers, pre-school providers, parents, pupils and standardised assessment
- teacher assessment
- discussion with parents, pupils and colleagues

Once a pupil has been identified as able, gifted or talented parents will be formally notified by letter.

### **Strategies for Provision – whole school**

At Middle Barton School, we provide for able, gifted and talented pupils through:

- Encouraging a depth of learning at the appropriate level
- Encouraging pupils to embrace and celebrate differences, including academic ability or talents in creative subjects
- Creating a culture of 'we are all learners': adults/children
- Encourage pupils to become independent learners through an enquiry-based curriculum
- Ensuring equal opportunities for ethnic, bi-lingual pupils and pupils who are from backgrounds of social deprivation including those with SEND
- Providing equal opportunities for boys and girls and actively promoting equality
- Giving opportunity for children to work with pupils from other year groups and settings to enhance their skills
- Effective differentiation (which may take many forms – see teaching and learning policy) which provides challenge and chance to excel
- Providing CPD resources and support for teachers, to aid the provision of our able, gifted and talented pupils.

## Strategies for Provision – in-class

Able, gifted and talented pupils remain with their class for the majority of their education to support social and emotional well-being. They are provided with differentiated opportunities to enhance their learning, where appropriate.

Class teachers plan lessons to extend all learners and provide opportunities to learn in greater depth and develop every learner both academically and holistically.

Varied and flexible pupil groupings are employed, i.e. able pupils work together or as part of a mixed ability group with a particular role

Development of independent learners through personal study, challenge tasks, opportunity for choice and evaluation in order to support critical thinking and engage pupils.

Learning opportunities that encourage:

- analysing
- synthesising
- hypothesising
- speculating
- comparing
- applying
- creativity
- self-efficacy

At Middle Barton School, our aim is that the following abilities are developed through planned learning opportunities:

- independence
- reflection
- problem solving
- critical thinking
- motivation
- risk taking
- creative thinking
- self-awareness

There are opportunities for enrichment tasks, to be completed both in and out of school. Our Learning Logs reflect our commitment to encourage a greater depth of learning and foster a creative approach to personal study.

### **Strategies for Provision – beyond the timetabled Curriculum**

Within our overall timetable at Middle Barton School, we offer the following opportunities to all children. We expect the skills of able, gifted and talented pupils to be enriched and developed through them:

- Curriculum days or weeks or themed learning challenges, e.g. Sports Day, Global Learning Day, Arts events
- Educational visits and visitors e.g. artists, musicians, sports coaches, dancers, authors
- Peripatetic Music lessons
- VIP music teaching
- Participation in partnership sporting events
- Annual Competitions
- School plays and assemblies

In addition, we provide for the able, gifted and talented pupil through a variety of optional extra-curricular opportunities:

- A wide range of school clubs catering for many interests
- Summer school opportunities at secondary settings
- Inter-school sports events and competitions
- Partnership events

There are also opportunities for school staff to develop their knowledge and expertise on the identification of, and provision for, very able pupils through inservice training.

### **Responsibility for co-ordinating and monitoring progress**

Individual class teachers are responsible for identifying the Very able pupils in their class, and setting/reviewing targets with them. The class teachers will also maintain documentation of pupils' progress and achievements, through their own record keeping and the assessment folders. Both identification of, and provision for, the able, gifted and talented pupil will be monitored by class teacher and overseen by the able, gifted and talented coordinator/SENDco.

The Able, Gifted and Talented Subject Leader/SENDco will keep, and monitor, a register of additional needs. They will also keep a portfolio of examples of outstanding work. All information will regularly be passed to the headteacher for the monitoring of the provision for the able, gifted and talented.

It is the role of the class teacher, with support from the Able, Gifted and Talented Subject Leader/SENDco, to support and challenge the identified pupils within their class.

The headteacher and subject leaders will keep informed of new initiatives/guidance regarding provision for the able pupil; and inform the Able, Gifted and Talented Subject Leader of new developments and advice.

The Able, Gifted and Talented governor will have a knowledge of systems in place, and be a point of reference to other governors when needed.

#### **Process for review and development**

This policy and its effectiveness will be reviewed every three years.