



ST. THOMAS OF CANTERBURY C OF E JUNIOR SCHOOL  
*"Realising the potential of every child within a caring, Christian community"*

## **Able, Gifted and Talented Policy**

### **Introduction**

At St. Thomas of Canterbury Church of England Junior School we aim to provide a curriculum that is appropriate to the needs and abilities of all our children encompassed within the school's mission statement. We recognise that all children are individuals with their own strengths and weaknesses, gifts and talents. We plan our teaching and learning in such a way that we enable each child to reach for the highest level of personal achievement. This policy helps to ensure that we recognise and support the needs of those children in our school who have been identified as able, 'gifted' and 'talented' according to national guidelines.

We respect the right of all children in our school, irrespective of differences in ability, to access a number of areas of learning, and to develop the knowledge, skills, understanding and attitudes that are necessary for their self-fulfilment and eventual development into active and responsible adults. We believe that every child has the entitlement to be involved in education which challenges, motivates, rewards and enables each to realise their individual potential.

Within our school we value the individuality of all our children. The aims of our school make specific reference to teaching and learning that takes into account the needs of all children. They also identify the commitment to giving all our children every opportunity to achieve the highest of standards.

### **Aims and Objectives**

Through this policy we aim to:

- ensure that we recognise and support the abilities, personal qualities and talents of all our children;
- ensure that all children receive an education appropriate to their abilities;
- provide teaching, which makes learning challenging and enjoyable;
- provide opportunities for higher order thinking and questioning skills (cognitive);
- ensure that we challenge and extend the children and employ a wide variety of methods of recognition of potential;
- recognise under-achievement and to seek to remove it;
- stimulate children through extra-curricular activities (where appropriate) and through curriculum enrichment;
- promote an expectation that the curriculum will be extended for all by realising the needs of the most able;
- provide continuing professional development to staff for these aims to be achieved;
- encourage children to think and work independently;
- compile and keep up to date a Gifted and Talented register (Integris/ Target tracker)



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## **Definition of Gifted & Talented**

In this policy the term ‘gifted’ refers to a child who has a broad range of achievement at a very high level. Those children who are gifted often have very well-developed learning skills. The term ‘talented’ refers to a child who excels in one or more specific fields, such as sport, music or creative imagination, but who does not perform at a high level across all areas of learning. It may also include children who possess a general academic learning ability that is significantly greater than that of most of their peers.

St Thomas of Canterbury Church of England Junior School embodies the research of Howard Garner into multiple intelligences and those children who show a very high or obvious strength in one or more of these areas are defined as gifted and talented. The multiple intelligences considered are:

- Linguistic
- Logical-mathematical
- Naturalistic –scientific
- Visual-spatial
- Musical
- Physical/bodily/kinaesthetic
- Social-interpersonal
- Personal-intrapersonal

## **Identification of Gifted & Talented**

We use a range of strategies to identify gifted and talented children. The identification process is on-going and begins when the child joins our school. Sometimes a child’s previous school record gives relevant details of their achievements and interests in particular areas. Discussions with parents and carers enable us to add further details to these records as necessary.

Children undergo formal assessment within the first half-term of joining our Year 3 class. This gives information about their developing skills and aptitudes across several areas of learning. We may share and discuss a child’s assessment information at parents’ evenings, and use this information when planning for individual needs and personalised learning. As the children progress through the school, we use teacher assessment judgements/observations and some test outcomes on a regular basis to ensure that they are making the progress that we are expecting of them in their personal targets. We identify them as gifted and talented children when they achieve high levels of attainment across the curriculum, or in particular skills or aspects of subjects.

The children undertake national tests in Year 6. Teachers also make regular teacher assessments (TA) of each child’s progress in all core subjects of the National Curriculum at least once a term. Teacher assessments are often validated by the experience and expertise of the subject leader in supporting the judgements of teachers. We compare the information from these TAs with a range of local, national and LA data, in order to ensure that each child is making appropriate progress.

Each teacher regularly reviews the children’s progress and records this in the termly collection of data on Target Tracker. Teachers discuss the children’s progress with parents at parents’ evenings, and report annually on each child’s progress in July.



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## **Organisation**

As a general rule the needs of gifted and talented children should be met within their classes/ sets/groups through enrichment activities and extension work as part of a normal differentiated provision (personalised learning). Groups and/or individuals may also be used but this must be done so in a sensitive manner. Opportunities may also be provided via the huge range of clubs available in the school providing opportunities and experiences not available in the classroom.

Enrichment/extension work is provided by all teachers in all classes as part of normal differentiated provision. This is clearly shown on planning documents and proformas. The opportunity to work with others of like ability is important. Differentiation should provide activities requiring higher order cognitive thinking skills (HOTS). Gifted and talented children need to be challenged – it is not acceptable to just give them more of the same (MOTS). HOTS not MOTS!!! The role and expertise of the classteacher and other adults is vital in challenging the thinking of the gifted child.

## **Inclusion**

“The right balance must be struck between meeting the intellectual needs of able pupils and supporting social and emotional development.” (Commons Select Committee – 3<sup>rd</sup> report on more able pupils)

In our school we recognise that provision depends on the needs of the children. The following strategies will be applied as appropriate:

- ✓ acceleration, enabling children to move through the curriculum at a faster rate;
- ✓ setting by ability so that gifted and talented children can sometimes work with others of similar ability, including older children;
- ✓ working with children in the same school year cohort so that they are part of a normal peer group;
- ✓ withdrawal for individual support where necessary;
- ✓ special provision for able children for specific teaching and mentoring (1:1 tuition)

## **Disability Equality Scheme**

At St. Thomas of Canterbury Church of England (VA) Junior School we recognise our duties and responsibilities under the Disability Discrimination Act as outlined in our Disability Equality Scheme and Action Plan. (December 2007)

It is our aim that through specific and accurate planning, resource allocation, differentiated teaching and use of adult intervention and support (where necessary), that every child, irrespective of disability, will have full access to the curriculum and feel and be enabled to participate actively in developing to their full potential their skills, knowledge and understanding. We will ensure that all ‘reasonable adjustments’ are made to help both children and adults with identified special needs and disabilities to participate in the curriculum.

## **Information and Involvement of Parents/Carers and the Community**

Parents and classteachers will work together for the needs of the gifted and talented child. Parents should be reminded about the transitory nature of gifted and talented identification particularly if transferring in/ out of the school. At parents’ evenings and other meetings liaison between parents of gifted and talented children and their classteachers will take place. Classteachers will outline the provision that is being made for the child in school and suggest enrichment opportunities for the parents outside of school.

The school will actively liaise with local secondary schools to provide information on gifted and talented children.



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### **Co-ordinating and Monitoring**

All teachers are responsible for co-ordinating and monitoring the provision and practice within the school for gifted and talented children. Their roles include:

- ensuring that the gifted and talented register is up to date;
- monitoring their planning to ensure that suitable tasks and activities are being undertaken by gifted and talented children across all curriculum areas;
- regularly reviewing the teaching arrangements for gifted and talented children within their class or year group;
- monitoring the progress of gifted and talented children through regular discussions with other teachers;
- sharing advice and support to other staff on teaching and learning strategies for gifted and talented children;

The following personnel can also support through regular reviews:

- Headteacher/ Senior Leadership Team
- Able, Gifted & Talented Lead Teacher
- Governor responsible for A,G&T children

### **Monitoring, Evaluation and Review (including role of Governors)**

Provision for gifted and talented children will be developed in the following ways:

- ✍ each year the school will draw up a register of gifted and talented children in each year group. This will be reviewed annually.
- ✍ the Senior Leadership Team (SLT) at its meetings will keep this list under constant review.
- ✍ progress made by those children on the register will be reviewed regularly by the classteacher (as part of general review of class progress)
- ✍ classteacher’s planning will be reviewed by SLT members and subject leaders for differentiation for more able children. Feedback should inform future planning.
- ✍ the named Governor for gifted and talented provision will undertake monitoring activities within school to observe policy in practice.

### **Review**

This policy will be reviewed at least every 4 years, or as new guidance becomes available to schools from the Local Authority or Department for Education (DfE).

Policy reviewed: **February 2013**

Next policy review date: **February 2017**