



Westwood with Iford School Policy for Able, Gifted and Talented Pupils

Rationale

All children have a right to a broad, balanced and relevant education which provides continuity and progression and takes individual differences into account. In our school we aim to provide a curriculum that is appropriate and tailored to the needs and abilities of all children. We plan our teaching and learning in such a way that we enable each child to reach for the highest level of personal achievement.

We aim to have a consistent approach to the identification and support of Able, Gifted and Talented through:

- An agreed, shared definition of the terms 'able', 'gifted' and 'talented'
- Identification of talented or gifted pupils as early as possible
- Substantiating identification by the use of objective assessment measures
- Meeting pupils' needs with a range of appropriate strategies
- Raising staff awareness of the range of strategies available to them
- Providing access to a suitably differentiated and challenging curriculum
- An emphasis on creating opportunities for pupils to identify their talents and for abilities to flourish
- Fostering a culture of achievement by creating a learning environment
- Working in partnership with parents/carers to help them promote children's learning and development
- Making use of links with other schools, the wider community and the worldwide community to enhance learning opportunities

Definition

Our definition of ability recognises academic and practical performance as well as those who show outstanding artistic, musical and creative talent, physical skills, leadership qualities and the ability to process ideas and information. It also recognises that a child may possess this potential although performance may not reflect this.

In our school we use the term 'able' to identify those pupils which are working at the top 10% for their age in the school.

Nationally the term 'gifted' refers to pupils who have abilities or who have the potential for these abilities, in one or more academic subjects in the statutory curriculum.

The term 'talented' refers to pupils who excel or who are potentially able to excel in one or more specific fields such as art, music, PE or performing arts.

The following areas have been identified as being the main areas of ability and are based on the Howard Gardner seven intelligences. Following DfE guidelines, category A includes able and gifted pupils and B to E

pupils who are talented. We also seek to identify pupils who fit into these categories in the future (F) and who are not fulfilling their potential.

- A. Intellectual (aspects of English, mathematics and science)
- B. Artistic and Creative (art, design, music, drama)
- C. Practical (design and technology, mechanical ingenuity)
- D. Physical (PE, sports, dance)
- E. Social (Personal and interpersonal, leadership qualities, working with adults)
- F. A pupil who could be recognised as gifted or talented but who is presently not reaching his or her full potential.

Identification Strategies

We use a range of strategies to identify more able and very able children. The identification process is ongoing and begins when the child joins our school and involves staff, pupils, parents and carers. Data taken into account will include:

- Information from parents and carers
- Information from previous teachers or pre-school records
- Discussions with pupils
- Classroom observations and AfL
- Lesson observations and drop-ins
- Identification by staff using professional judgements, classwork and test and assessment results.

Provision

Some or all of the following will be used to support Able, Gifted and Talented pupils:

- Differentiated planning – stimulus, resources, tasks, outcome and response
- Providing appropriate challenge – high-quality tasks for enrichment and extension.
- Ability grouping for English and Maths where appropriate.
- Varied and flexible grouping when necessary e.g. ability, mixed ability, individual, acceleration.
- Setting appropriate targets for reading, writing and maths.
- In school enrichment opportunities
- Out of school enrichment days eg. Cluster or Local Authority led enrichment days
- The school will find some of the cost of the out of school enrichment days

Date approved by Governors: September 2015

Date of Review: September 2018