



PRIMROSE HILL PRIMARY SCHOOL

Able, Gifted and Talented Policy

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Signed: Alan Fearn

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Able, Gifted, Talented Policy

At Primrose Hill Primary School we are concerned with developing the 'whole child'. This covers the development of children physically, emotionally, spiritually, socially, creatively and intellectually. We are committed to achieving quality and equality of opportunity and believe that all pupils should be encouraged to maximise their potential, in order to raise standards across the whole ability range. We aim to provide a supportive and caring environment in which the special gifts and talents of each pupil will be valued and nurtured, through providing the best possible provision for all pupils of all abilities.

Definitions

The terminology our school will use to define our higher achieving pupils will be

- Able – children with the potential to achieve at a higher level than the majority of their peers (nationally) in the academic subjects. Usually those working at Greater Depth.
- Talented – children with a particular ability in art, music, languages, sport or the performing arts.
- Gifted – children with the potential for exceptional performance (achieving 2 years above their peers nationally) representing around 0.5% of the population nationally.

Aims

Our aims are to:

- Provide a high quality curriculum and effective teaching
- Identify pupils who have above average ability in one or more areas of the curriculum
- Provide opportunities to extend and challenge pupils through mastery tasks
- Ensure that pupils achieve their full potential, meeting and/or exceeding expected attainment and progress targets
- Deliver extra-curricular activities which provide enrichment in different area of the curriculum

Methods of identification

We use a range of strategies to identify our able, gifted and talented pupils. Primrose Hill Primary School has a register of pupils who have been identified by:

- The analysis of summative test results
- Internal school tests and formative teacher assessments specific to subjects
- Discussion with class teacher and subject leader
- Information from specialist teachers, eg, music teachers, sport coaches
- Background knowledge from parents

Pupils can be identified at any time from the time they join our school in Nursery. We expect class teachers and Able, Gifted and Talented subject leader to be fully involved in discussing individual pupils. Once identified, pupils will remain on the register unless they cease to meet the criteria for nomination.

Characteristics of an Able, Gifted or Talented child

Most able pupils are a diverse group and their range of attainment will be varied. They are more likely than most pupils to:

Think quickly and accurately

Work systematically

Generate creative working solutions

Work flexibly, processing unfamiliar information and applying knowledge, experience and insight to unfamiliar situations

Communicate their thoughts and ideas well

Be determined, diligent and interested in uncovering patterns

Achieve, or show potential, in a wide range of contexts

Be particularly creative

Show great empathy or sensitivity

Demonstrate particular physical dexterity or skill

Make sound judgments

Be outstanding leaders or team members

Be fascinated by, or passionate about, a particular subject or aspect of the curriculum

Demonstrate high levels of attainment across a range of subjects or within a particular subject or aspect(s) of work

Are able to use a high level of mastery in order to work with the curriculum objectives taught

It is important to recognise that not all Able, Gifted or Talented pupils are obvious achievers. Some pupils may actually under achieve, their potential may be masked by factors such as frustration, low self-esteem, SEND, lack of challenge and low teacher/parent expectations. At Primrose Hill Primary School, we are committed to ensuing quality first teaching for all pupils and that challenge for all pupils is a priority.

Education provision

This will depend on the individual learning needs of the pupils and be in accordance with our Teaching and Learning Policy.

Strategies for meeting needs include:

- ❖ Differentiation – more open ended tasks which require broader thinking
- ❖ Study of a subject from a different angle/perspective
- ❖ Varying task times to allow more time to explore topics or move on swiftly
- ❖ Working with older pupils
- ❖ Withdrawal groups
- ❖ Mentoring
- ❖ Home learning
- ❖ Enrichment days
- ❖ Facilitate opportunities to participate in activities outside school
- ❖ Opportunities to celebrate achievements from both school and outside school, eg, at school assemblies
- ❖ Acceleration through close tracking of attainment and progress at Raising Attainment Meetings of those put on the Greater Depth flight path.

Monitoring and Evaluation

Provision for the able, gifted and talented pupils will be a regular part of the school's monitoring of teaching and learning. Both the HT and DHT observe the provision for more able pupils as part of all evaluations of teaching and learning.

The able, gifted and talented subject leader will review the process of pupils identified on the register at the termly Raising Attainment meetings (pupil progress reviews). This is used to inform future provision necessary to meet their needs.

Pastoral care

Any pupil that has been identified as having gifts, talents needs to be treated with care to avoid elitism, but also encouragement to recognise the high standards achieved. Whenever possible, they must be celebrated alongside other individuals.

Parents

Parents will be informed at parents evenings and through school reports that their child has displayed certain gifts or talents. Provision that may have been made for them could also be discussed.