

Westhead Lathom St. James C.E. Primary School



“Christian

implicit in all that we do”

values are

Able, Gifted & Talented Policy

Last Reviewed Date: Spring 2016

Next Review Date: Spring 2019

Version Control:

Version	Date	Author/Editor	Revision Notes
V 1.0	11 th March 2006	Alison Albion	Original Policy documents copied into new format, with header, footer and version control. Policy reviewed and updated to ensure reflects current policy and practice
V2.0	September 2008	Alison Albion	Policy reviewed and updated to ensure reflects current policy and practice
V3	May 2012	Alison Albion	Policy reviewed and updated to reflect current policy and practice e.g. clarified definition (p1) as per ngfl site, altered title of policy to include 'gifted', reorganised A,G & T register
V4	Spring 16	Alison Albion	Minor typing errors; extended mixed age classes

Signed.....Chair of Governors

Date.....

Mission Statement: Our School Now

Our school provides a secure, caring, stimulating and challenging indoor and outdoor environment that promotes a love of learning. Our children, parents, families, staff, governors and community work together to enable each child to become a happy, healthy, well-balanced individual in preparation for the opportunities, responsibilities and experiences of life.

The ethos of the school is based on the Christian ideals of commitment, responsibility and respect and love for Jesus Christ, self and others. We are committed to working in partnership with all of those involved in our children's development to lead our children towards tolerance, understanding, justice, and sensitivity to the needs of others and appreciation of the world around them.

Our motto "Enjoy, Respect, Learn, Achieve"

Vision Statement: Our Vision for the Future

- To provide role models who: go the extra mile; give of themselves and their time to meet the needs of the whole child; promote spirituality and an appreciation of the wonders of the natural world; promote a love of learning; develop Christian ideals of commitment, responsibility, respect, team-work, tolerance, understanding, justice, sensitivity of self and others and love for Jesus Christ, within a secure, caring, inspiring, stimulating and challenging environment both indoors and outside.
- For children, parents, families, staff, governors and community to work together in partnership to enable each child to become a happy, healthy, well-balanced individuals with self-confidence and belief that builds character to enable them to engage thoroughly, fulfilling each individual's potential through life's experiences, opportunities and responsibilities in a rapidly changing world.

Aims

Westhead Lathom St. James Church of England Primary School aims to :-

- Provide a broad and challenging curriculum and a stimulating learning environment that extends outside the classroom;
- Develop enquiring minds and spirituality through curiosity, awe and wonder of the world;
- Teach, demonstrate and praise Christian Values;
- Value the power of prayer;
- Teach with innovative and investigative approaches to learning;
- Provide an enriching programme of extra-curricular activities and visits;
- Plan a rich, varied and up-to-date range of learning resources;
- Encourage children to achieve their highest standards in all areas of the curriculum and to seek excellence within an ethos of support, challenge and encouragement to succeed;
- Teach children to work independently, collaboratively and become highly motivated lifelong learners;
- Include opportunities for creative thinking in problem solving settings, developing divergent thinking, adaptability and flexibility in preparation for the many changes ahead in life, including the rapid progress in technology;
- Build partnerships between the school, home and community;
- Strive for continuous improvement in all that we do;
- Continually self-evaluate and continue to improve upon current practice;
- Work collaboratively towards common goals;
- Place self-esteem and a positive and inclusive approach to behaviour as high priorities thus ensuring that individuals respect and value themselves, others and the environment and is motivated to do their best in school and beyond in order to become a fulfilled adult who gives to the community.

Rationale

Our school aims state that

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- We strive towards excellence in all aspects of school life, nurturing each child to achieve their full potential in every aspect.
- We aim to create independent learners who use their initiative, are self-motivated, self-disciplined and confident.

In the light of these aims it is clear that we are committed to providing an environment which encourages all children to maximise their potential and this includes able children.

Definition

- At Westhead Lathom St James School we use the general term “most able “ to refer to pupils who demonstrate or have the potential to work at a level above their peers. This may be in one or more areas.
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- Specifically, “able” pupils are those who have ability in academic subjects e.g. history. “Talented” pupils will have ability in the areas of music, art or sport. Although others may use the term more generally, we identify “gifted” pupils as those who demonstrate exceptional ability in one or more areas, and represent 0.5% of the national population.

We are aware that more able children can be :

- good all-rounders,
- high achievers in one area,
- of high ability but with low motivation,
- of good verbal ability but with poor writing skills,
- very able with a short attention span,
- very able with poor social skills,
- keen to disguise their abilities.
- have talents visible in usually out of school activities.

1. Identification

Assessments are used to identify more able pupils.

Formal assessments include reception baseline, , NFER, Abacus tests, KLIPS, end of key stage 1 and 2 SATs.

Teacher assessments together with KLIPS are used for foundation subjects e.g. P.E., Art and Design & Technology.

These assessments are used to set challenging targets. Tests are only part of the picture as they test for particular abilities. Both summative and diagnostic, general and subject specific can be used to support other methods of identification.

2. Register

There is an able & talented register which is updated three times per year (appendix 1). Entry on this register is noted in each child's record folder.

3. Parental Involvement

Staff discuss expectations at parents' evenings and more challenging homework is given. In addition, teachers make suggestions to parents of ways in which they can support their child's potential in their specialist area of high achievement e.g. recommending musical instrument teachers, giving details of dance, vocal & drama clubs, scouts, brownies, cubs, local sporting clubs etc.

4. Provision

All classes promote a positive ethos where children are encouraged to take risks and have a go at challenges knowing that it is all right to make mistakes, as this is how we learn.

Generally more able children are extended by teachers using objectives from the year above, by setting more challenging, investigative problem solving tasks, by careful choice of resources and vocabulary used and by extra specialist support from within or outside the school as appropriate.

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In addition, children are entered for singing, dancing and drama parts in plays, maths and science teams are entered in quizzes/competitions locally and children contribute to national literacy events for letter writing, poetry & story writing. Talented youngsters represent our school in football, cricket, netball, athletics, rounders & cross-country.

We understand and acknowledge the importance of establishing children's prior knowledge, understanding and skills so as to avoid unnecessary repetition of work, which is extremely demotivating.

Curriculum provision for the able & talented child is to be broader, presented at a faster pace and with opportunities for use of thinking skills in depth.

Finally, we endeavour not to slip into assumptions that more able children are easier to teach than other children.

The following strategies are employed where appropriate:

- varied and flexible groupings, sometimes allowing able children to work together, sometimes allowing them to take specific roles in mixed-ability groups
- withdrawal to create an atmosphere conducive to enquiry or to use resources and materials which utilise a variety of thinking skills and divergent approaches.
- differentiation by task (including differentiated homework)
- differentiation by outcome
- setting individual targets
- provision of challenging activities across the whole curriculum.
- Extending mixed age classes to include younger, more able children, exposing them to challenge and most importantly:
 - encouraging all children to become independent learners
 - organising their own work
 - carrying out unaided tasks which stretch their capabilities
 - making choices about their work
 - developing the ability to evaluate their own work and so become self-critical.

5. Role of the able & talented co-ordinator

- Monitor agreed policy,
- Develop and share own expertise,
- Ensure regular (3 x per year) update of Able & Talented register,
- Purchase appropriate resources
- Organise additional group work/visitors/coaches.
- Monitor assessment and provision.
- Identify opportunities to provide challenge

6. Monitoring

The school's computerised tracking system is used in English, Maths, Science and other subjects to ensure children are achieving their full potential.

Appendix 1

Westhead Lathom St.James C.E. Primary School Able, Gifted & Talented Register Year of Entry.....

Reception	Review Date	Y1	Review Date	Y2	Review Date	Y3	Review Date	Y4	Review Date	Y5	Review Date	Y6

Name of Child	Ability Area * see table below	Reason for Nomination	Date	Signed

Able	CLL: Communication, Language & Literacy - reading, writing, speaking, listening, factual recall
	MD: Mathematical Development - number manipulation, logical and sequential processes;
	K&U: Knowledge & Understanding of the World - hierarchical ordering, awareness of natural world - Science, History, Geography, I.C.T. & D.T;
Talented	CS: Creative Skills - observation, artistic representation, musical appreciation, singing, instrumental, drama
	PS: Physical skills - fine & gross motor skills, sports
	Personal & Social skills - relationships, leadership, self-awareness, emotional intelligence;
Gifted	G: Within top 0.5% of children nationally