

St Anne's Catholic Primary School
Washington Road, Caversham, Reading RG4 5AA

Living, Loving and Learning as Children of God

**MORE ABLE, GIFTED
AND TALENTED
POLICY
2015**

Signed

Approved by Committee:

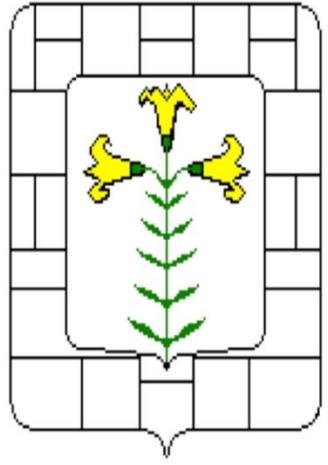
Approved by FGB

20th April 2015

Next Review date:

April 2017

St Anne's Catholic Primary School Able, Gifted and Talented Policy.



Mission Statement

- At St Anne's we live, love and learn as children of God.
- As children of God we cherish and respect everyone, and help those in need.
- We love Jesus and share his love with our families and friends and those around us.
- We support and encourage everybody to do their very best in work and play.
- We say sorry and forgive each other as Jesus showed us.
- We celebrate whatever is good.

Principles:

- Our school ethos values and celebrates all forms of achievement.
- We believe that raising the achievement of the more able will raise the achievement of all pupils
- We believe that the needs of our more able pupils may need specific recognition and or provision in order to raise their attainment achievement and is an issue of equal opportunities.
- Providing for and raising the attainment of AG &T students is the responsibility of ALL staff

Who are the able, gifted and talented?

This group of pupils is made up of the following:

Able/Gifted -Academically most able children(in at least one statutory curriculum subject) who perform significantly above the level of their peers.

Able/Talented- show ability or expertise in any one or more of the following; art, music, P.E. or any sport or creative art medium.

LA guidelines suggest this could be the top 10% of pupils in the school.

In addition, we recognise that there might be a group of underachieving pupils, with the potential to achieve in these areas, who could also be included within this group. Our aim is to develop and provide appropriate levels of challenge for all our pupils.

The Able, Gifted & Talented Register.

A register of AG&T pupils will be kept by the coordinator responsible and reviewed/updated on an annual basis, to acknowledge emerging ability and talent, in consultation with class teachers and phase leaders.

Identification:

Pupils are identified through:

- Analysis of information gathered during the home visits in preparation for entering the school.
- Observations of children, particularly during the foundation stage.
- Outcomes of parent/guardian interview process.
- Analysis of ongoing work, formal and informal assessments (KS1 SATS data, Optional tests, teacher assessment).
- Teacher/phase leader identification through ongoing observations/progress meetings (see end of document for criteria for identifying potential AG&T).
- Peer or self nomination.
- Identification by outside agencies (e.g. after school dance, football clubs, etc)

Monitoring Progress

- All class teachers are expected to monitor the progress of all pupils they teach including the A G & T.
- Whole school progress checks for students are carried out five times each year (after tracking info is completed) providing opportunities for monitoring progress across the core curriculum areas.
- Using prior attainment data to predict potential grades at KS2 and monitoring pupil progress against this (Fischer Family Trust data).
- Outcomes of Pupil Work.
- Pupil perceptions and responses in the form of questionnaires and discussions.
- Monitoring of pupil achievement will be co-ordinated by the Gifted and Talented Co-ordinator in conjunction with phase leaders/class teachers (through ongoing subject based assessments)

Effective Practice and Strategies for Raising the Achievement of more able pupils:

Whole School Organisation;

Providing specific opportunities for AG& T pupils development within the school development plan

Ensuring a designated senior member of staff has overall responsibility for monitoring provision and attainment of AG&T pupils across the school.

Determining pupil groups on the basis of what best supports pupil achievement in each subject rather than on any particular philosophical position.

Raising Teacher and Pupil Expectations through:

- Maintaining a culture where achievement is recognised, valued and celebrated.
- Raising pupil expectations and ensuring that a culture of high achievement by all exists and is accepted as the norm.
- Provide appropriate INSET for all staff.
- Ensure the sharing of good practice across the school.
- Compile annotated portfolios of exemplar work by AG&T pupils.
- Hold work reviews/scrutinies which focus on the more able.
- Hold discussions with able pupils themselves about how they best learn.
- Ensure targets set are appropriately challenging and understood by the child.

Curriculum Planning and Delivery:

We provide a broad, balanced and 'fun' curriculum with many opportunities for our 'most able' children to excel academically, artistically and within a range of sporting Activities. Teacher's skills and high degree of subject knowledge enables work to be planned in breadth and depth whilst delivered at an appropriate pace. Our 'Themed Weeks', Clubprogrammes both in and out of school time, visits made and visitors who come into school,all contribute to an enriched curriculum.

Children are provided with 'in depth' learning which includes; high order questioning,differentiated activities that challenge children's thinking and develop independent working, or encourage collaborative working within a group depending on the task. There is an emphasis in providing opportunities for the 'most able' children to be challenged in their thinking through:

- discussion and debate
- prediction
- deduction and inference
- justification
- reflection
- processing and analysis
- reasoning and arguing
- language richness and economy

Reading beyond the text is developed during guided reading sessions through higher order questioning and discussion. Children are also encouraged to raise questions and to 'find out' or research answers.

Through a range of grouping strategies, the 'most able' children not only benefit from working in same ability groups, but alsothrough working with children of mixed ability. Working as part of a team and acting as a role model enables the 'most able' children to articulate and refine their thinking and understanding.

In sports the 'most talented' children are able to demonstrate and coach their peers.

Independent activities could also include the use of IT and computer programmes, as well as the use of the Internet with websites such as: NRICM for maths and problem solving activities. Further independence and responsibility are encouraged through a variety of opportunities, such as having responsibility in class, being House Captains and lunchtime monitors.

Homework is another way in which our 'most able' children are challenged and extended with opportunities to do some research and consider different ways of presenting their work.

Children work in range of groupings, including small ability groups (typically for Phonics, Reading, Literacy, and Maths) as well as in mixed ability larger groups and in pairs. Lesson planning is differentiated and there is progression and continuity in lessons that develops the knowledge and skills of all pupils. Learning objectives are shared both in the short term and in the long term allowing children to see the 'Bigger Picture' emerge. 'More able' pupils are challenged further, particularly, in English, Science and Numeracy through the use of more problem solving and enquiry based work.

At St Anne's we will:

- Ensure Long and medium term planning and lesson plans include: effective and explicit strategies for differentiation which provides appropriate challenge for the most able.
- Learning objectives and learning outcomes should also be differentiated to meet the needs of the most able students
- Utilise a variety of learning strategies and approaches which acknowledge that individuals learn in different ways.
- Provide opportunities for pupils to use and develop higher level thinking skills through extended writing in all curriculum areas, problem solving and enquiry based research,

Teachers use a wide variety of teaching strategies to facilitate challenge, including:

- Assessment for Learning to aid individual planning and target setting.
- Ensure there is provision for extending the breadth and depth of understanding.
- Encourage the use of open-ended tasks, where original responses are valued.
- Use differentiated resources and tasks to suit all children's abilities.
- Use higher order questioning techniques using blooms taxonomy.
- Where appropriate group by ability within the mixed ability classroom.
- Ensure planning addresses the 'must, should, could' approach to knowledge acquisition and skills development.
- Provide opportunities for reflective analysis through self and peer assessment.
- Provide differentiated homework tasks.

Checklist of Criteria for identifying possible children with high potential:

- A pupil who asks lots of questions. Who wants to know why something is so. Who is not satisfied with the simple answers to a question.
- A pupil who has lots of information on many things. Who may show more interest in 'big ideas' than in basic skills knowledge.
- A pupil who remembers things that have only been heard or seen once. Seems to understand new ideas easily.
- A pupil who can become easily upset at injustices. Who is interested in adult concerns.
- A pupil who often has a better reason than you do, for not doing what you want done.
- A pupil who has high expectations of self and others.
- A pupil who seems restless, if given a task that does not challenge them.
- A pupil who likes solving puzzles and problems, often alone.
- A pupil who reads books that are normally read by older children.
- A pupil who enjoys meeting or talking with older children or adults and often uses higher order skills in the discussion.

Creative Ability may be displayed many of the following characteristics:

- A pupil who tries to do things in a; different, unusual or imaginative way.
- A pupil who has an unusual or quirky sense of humour (e.g using puns, making unusual connexions)
- A pupil who likes variety and novelty.
- A pupil who has a vivid imagination.
- A pupil who responds emotionally to stories and events.
- A pupil who enjoys personal risk taking and or seems adventurous.
- A pupil who invents new ways of doing things e.g. new rules for games.