

Brize Norton Primary School
More Able, Gifted and Talented Children Policy

Aims

We aim to provide a curriculum that is appropriate to the needs and abilities of all our 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. 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 or talented”

Objectives

- To recognise and support the needs of our children
- To enable the children to develop to their full potential
- To offer children opportunities to generate their own learning
- To ensure that we challenge and extend children through the work that we set them
- To encourage children to think and work independently

What do we mean by the terms Able, Gifted and Talented?

“Gifted and talented pupils are those who achieve, or have the ability to achieve, at a level significantly in advance of the average for their year group”

DfES Guidelines

We will use the term “gifted” to describe pupils with exceptional academic ability, “able” to describe those with high ability and the term “talented” to describe pupils who have a special ability in the arts or sports.

At Brize Norton School we identify approximately 5-10% of each cohort to include on our Able, Gifted and Talented register. Of this percentage 2/3 of the pupils are identified as being Gifted/Able and 1/3 Talented. Pupils with ability in more than one area should be included in the Gifted/Able list.

What do we mean by the term Gifted?

Gifted children are considered to be those in the top 2% nationally

Identification

The identification process is ongoing and begins when the child joins our school and continues throughout their time with us. An Able, Gifted and Talented register is compiled and reviewed annually. We use a wide range of strategies to do this and progress is reviewed regularly.

Identification methods

- Background knowledge and information from nursery and /or previous teachers and schools
- Ongoing teacher observations and assessments, record keeping

- Testing (Foundation Stage Profile, SATs, Optional SATs, end of unit assessments)
- Discussion with pupils
- Pupil nomination
- Peer nomination
- Discussion with parents
- Consultations between class teacher, subject co-ordinators and Able, Gifted and Talented Co-ordinator
- Consultation with outside agencies and specialists.

When assessing an exceptionally able pupil, there is more consultation with specialist professionals.

Aptitudes of Able and Gifted Children

- Demonstrate high levels of fluency and originality in their conversation
- Use research skills effectively to synthesise information
- Enjoy reading and respond to a range of texts as an advanced level
- See issues from a range of perspectives
- Possess a creative and productive mind and use advanced skills when engaged in discussion.
- Explore a range of strategies for solving a problem
- Naturally curious
- See solutions quickly without needing to try a range of options.
- Look beyond the question in order to hypothesise and explain
- Work flexibly and establish their personal strategies
- Good co-ordination

Teaching and Learning Style

Teachers plan carefully to meet the needs of all our children. We give all children the opportunity to show what they know, understand and can do, and we achieve this in a variety of ways when planning for children's learning by providing:

- A common activity that allows the children to respond at their own level
- An enrichment activity that broadens a child's learning in a particular skill or knowledge area
- An individual activity within a common theme that reflects a greater depth of understanding and higher level of attainment
- The opportunity for children to progress through their work at their own rate of learning

Children meet a variety of organisational strategies as they move through the school. Each strategy supports all children in their learning, but also gives due regard to the more able and very able learner.

Across the school individual/group targets are set for English, Mathematics and Science and progress in achievement of these is regularly monitored.

We offer a range of extra-curricular activities for our children. These activities offer the Able, Gifted and Talented children the opportunity to further extend their learning in a range of activities.

Learning is also enriched through regular homework activities linked to the work being undertaken in classes. This offers teachers a further opportunity to set work at the level of individual children.

Management strategies

One teacher co-ordinates the provision and practice within the school for gifted and talented children.

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