



FULMER INFANT SCHOOL

ABLE, GIFTED AND TALENTED CHILDREN POLICY

There are four main purposes to this policy:

- To establish an entitlement for pupils;
- To establish expectations for teachers;
- To promote continuity and coherence across the school;
- To state the school's approaches to this area in order to promote public, and particularly parents' and carers', understanding of the school's approach to able, gifted and talented children.

Introduction

In our school 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' and 'talented' according to national guidelines.

In these guidelines the term 'able' refers to a child with a strength in one area or a range of areas and the term 'gifted' refers to a child who has a broad range of achievement at a very high level. Those children who are gifted often have very well-developed learning skills. The term 'talented' refers to a child who excels in one or more specific fields, such as sport or music, but who does not perform at a high level across all areas of learning.

We respect the right of all children in our school, irrespective of differences in ability, to access a number of areas of learning, and to develop the knowledge, skills, understanding and attitudes that are necessary for their self-fulfilment and eventual development into active and responsible adults.

The aims of the school make specific reference helping children to achieve their best potential in all aspects of the curriculum.

Aims and objectives

Through this policy we aim to:

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

Identification of more able children

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. Discussions with parents and carers enable us to add further details to entry records.

Children undergo an assessment within the first half-term of joining our reception class. This gives information about their developing skills and aptitudes across several areas of learning. We discuss each child's assessment information with the parent, and use this information when planning for individual needs.

As the children progress through the school, we test them regularly to ensure that they are making the sort of progress that we are expecting of them in their personal targets. We identify them as more able and very able children when they achieve high levels of attainment across the curriculum, or in particular skills or aspects of subjects.

Each teacher regularly reviews the children's progress and records this in the tracking system. Progress is discussed with the headteacher. Teachers discuss the children's progress with parents at the termly consultation evenings, and report annually on each child's progress in July.

In addition to teacher nomination, pupils and parents are encouraged to nominate other pupils who they consider achieving high levels of attainment in other areas including sport, music and naturalist interests.

Aptitudes in English and Mathematics

More able and very able children in English are identified when they:

- 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 at an advanced level;
- use a wide vocabulary and enjoy working with words;
- see issues from a range of perspectives;
- possess a creative and productive mind and use advanced skills when engaged in discussion.

More able children in mathematics are identified when they:

- explore a range of strategies for solving a problem;
- are naturally curious when working with numbers and investigating problems;
- 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 own strategies;
- enjoy manipulating numbers in a variety of ways.

Teaching and learning style

Teachers in our school, plan carefully to meet the learning 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 gives due regard to the more able and very able learner.

In Year 1 and Year 2 we set targets for English and Mathematics. We teach the children in ability groups. Teachers regularly review the progress of children, and children move between the groups as appropriate. This enables teachers to plan work that reflects the narrow band of ability in each group.

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.

The children will also have the opportunity to experience a range of educational visits that further enrich and develop learning.

Management strategies

One teacher co-ordinates the provision and practice within the school for more able and very able children. The co-ordinator's role includes:

- ensuring that the more able register is up to date;
- monitoring teachers' planning to ensure that suitable tasks and activities are being undertaken by more able and very able children across all curriculum areas;
- regularly reviewing the teaching arrangements for more able and very able children;
- monitoring the progress of more able and very able children through termly discussions with teachers;
- supporting staff in the identification of more able and very able children;
- providing advice and support to staff on teaching and learning strategies for more able and very able children;
- liaising with parents, governors and LEA officers on issues related to more able and very able children.

The co-ordinator for our policy on more able and very able children monitors this policy on a regular basis and gives feedback to the governing body.

The monitoring includes feedback from parents and children, as well as regular classroom observations of teaching and learning, and termly evaluations of children's written work.

The co-ordinator collects samples of work from more able and very able children, in order to demonstrate the standards that they are achieving. We use these examples to inform the process of identification of more able and very able children

Related Policies and Other Documents

Assessment Policy

Curriculum Policy

Inclusion Policy

Marking & Feedback Policy

School Development Plan

SEF

Teaching and Learning Policy