

# Westhead Lathom St James' CE Primary School



## Able, Gifted and Talented Policy

Last Reviewed Date: Summer 2023

Next Review Date: Summer 2026

Issue No.	Date		Revision Notes
1	Summer 2020	Helen Clark	Updated with new vision and vales. Updated in line with recent guidance.
2	Summer 2023	Helen Clark	Updated with new EYFS

**Vision Statement: Our Vision for the Future**

***'A curriculum that is challenging, inspiring and engaging; in which all pupils flourish spiritually, creatively and academically to become confident young people.'***

***'With God's power working in us, God can do much, much more than anything we can ask or imagine.'***  
Ephesians 3:20 New Century Version (NCV)

## **Rationale**

Our school aims state that

- 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.
- 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, Abacus tests, KLIPS, end of key stage 1 and 2 SATs. Able and gifted children are those who achieve greater depth on national tests- threshold 110

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 annually.

### **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.

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

# Appendix 1

## Westhead Lathom St. James C.E. Primary School Able, Gifted & Talented Register

Date:

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

Able	<b>CL: Communication and Language &amp; Literacy</b> - reading, writing, speaking, listening, factual recall
	<b>M: Mathematics</b> - number manipulation, logical and sequential processes;
	<b>UW: Understanding of the World</b> - hierarchical ordering, awareness of natural world - Science, History, Geography, I.C.T. & D.T;
Talented	<b>EAD: Expressive Arts and Design</b> - observation, artistic representation, musical appreciation, singing, instrumental, drama
	<b>PS: Physical Development</b> - fine & gross motor skills, sports
	<b>PD: Personal Development</b> - relationships, leadership, self-awareness, emotional intelligence;
Gifted	<b>G: Within top 0.5% of children nationally</b>