

**St James the Great RC (VA) Primary  
and Nursery School  
Thornton Heath**



**Able, Gifted and Talented  
Policy  
Spring 2007**

## **Rationale**

From St James the Great Mission Statement:

“...the school will provide a framework within which all pupils are enabled to develop the highest possible level of achievement, fulfilling their academic, moral, physical and spiritual potential.”

## **Aims**

At St James the Great, we aim to ensure that our curriculum provides a Catholic Christian setting in which our pupils can grow in understanding and acquire knowledge, skills, attitudes and values. We aim to achieve this through the provision of a challenging and enriched curriculum, which allows all pupils to work at an appropriate level and pace, thus realising their full potential. We recognise that some children have special talents and abilities and that nurturing these is our responsibility.

## **Definition of Able, Gifted and Talented**

**Gifted** pupils are those who achieve, or have the potential to achieve at a level significantly in advance of the average for their year group in one or more subject in the statutory school curriculum other than Art, Design, Music or PE.

**Talented** pupils are those who achieve, or have the potential to achieve at a level significantly in advance of the average for their year group in Art, Design, Music or PE.

Abilities and talents may include:

<ul style="list-style-type: none"><li>• Physical</li><li>• Artistic/musical</li><li>• Mechanical ingenuity</li><li>• Leadership</li><li>• Creativity</li><li>• High intelligence</li><li>• Outstanding cognitive ability</li></ul>	<ul style="list-style-type: none"><li>• Language</li><li>• Logical and mathematical</li><li>• Spatial</li><li>• Bodily- kinaesthetic</li><li>• Interpersonal</li><li>• Intrapersonal</li></ul>
--	--

We recognise that there can be a group of children who belong to both the SEN and Gifted and Talented registers known as Dual or Multiple exceptionality (DME). Children in this case are carefully nurtured to ensure that not only are their special needs met, that they receive appropriate support in other areas.

## **Identification**

Teachers have many tools at their disposal, which assist them in the identification of children's special abilities. These may include:

- Opinion- teacher/ child/ parent
- Formal tests
- Evidence from pupil work or performance
- On-going assessments
- Observation of responses to activities
- Psychologist's reports
- A, G and T Coordinator
- Inclusion Manager
- Pupil Achievement Tracker/Raiseonline

These systems are on-going as we recognise that giftedness or talent may emerge later where, "...the educational and motivational conditions are effective." (Feldhusen, 1989)

## **Involvement of Parents**

Our school recognises parents as the first educators of their children and sees the involvement of the school as being an on-going partnership with parents. Parents are made aware of the policy on able/ exceptionally able children. They are made to feel that they have an important part to play in identifying special abilities and talents and that the teachers will listen to their concerns and needs. At the time of admission and at subsequent parent/teacher consultations the views of parents will be sought and taken account of.

## **The Role of the Coordinator**

It is the coordinator's responsibility to:

- ✓ Develop, monitor and evaluate whole-school policy
- ✓ Liase with subject coordinators to ensure that the needs of able and talented pupils are met
- ✓ Support colleagues in the identification of able or gifted pupils
- ✓ Ensure continued professional development in this area for experienced and newly-qualified colleagues
- ✓ Facilitate, in association with the Assessment coordinator, the efficient transfer of information within school and between schools
- ✓ Keep abreast of developments in this area, through establishing links with specialist organisations such as BACE, NACE and NAGC
- ✓ Develop resources

## **The Role of Governors**

- To liase with the coordinator
- To monitor the policy and provision for able and talented pupils
- For a nominated Governor to access appropriate training

## **Inclusion**

We offer a broad and balanced curriculum and have high expectations for all of our children. We are an inclusive school, in which the contributions of the pupils are recognised, differences are acknowledged and enthusiasm for learning is fostered. A clear focus on learning attributes promotes pupils' self esteem and increases the success rate of interventions. Such a focus helps target interventions and leads to diversification of learning and teaching methods, resulting in higher attainment and increased engagement by pupils.

Our schemes of work include enrichment opportunities, which encourage the higher order thinking skills of analysis, synthesis and evaluation. We ensure that able and exceptionally able children have opportunities to engage themselves in creative activities and to be stimulated by independent challenges. The provision provided for children with special educational needs not only addresses their learning difficulties, but gives them opportunities to reveal their strengths as well.

Other strategies include:

Grouping by ability in some curricular areas.

Setting in Literacy and Numeracy at Key Stage 2

Differentiation by task

Interactive displays

Provision of differentiated homework

Extra-curricular activities

Links with peripatetic music service

Liaison with KS3

Access to LEA summer schools for able and gifted

Provision for gifted/talented outlined in subject policies

Emphasis on enquiry-based learning, particularly in science and maths

NACE resources – Brain academy in all subjects

Staff team to review in Spring 2009.