

Stanbridge Primary School

TALENTED ABLE AND GIFTED POLICY



Signed (Chair):	Name: Mrs F Lindsey-Clark	Date: 22/06/15
Signed (Headteacher):	Name: Miss F Bertham	Date: 22/06/15
Ratified: by Curriculum Committee	Next Review: Term 6 (16/17))	

Equality Impact Assessment (EIA) Part 1: EIA Screening

Policies, Procedures or Practices	Talented Able and Gifted Policy	Date:	22/06/15
EIA CARRIED OUT BY:	F Bertham	EIA APPROVED BY:	F Bertham

Groups that may be affected:

Are there concerns that the policy could have a different impact on any of the following groups? (Please tick the relevant boxes)	Existing or potential adverse impact	Existing or potential for a positive impact
Age (young people, the elderly; issues surrounding protection and welfare, recruitment, training, pay, promotion)		
Disability (physical and mental disability, learning difficulties; issues surrounding access to buildings, curriculum and communication)		
Gender Reassignment (transgender)		
Marriage and civil partnership		
Pregnancy and maternity		
Racial Groups (consider: language, culture, ethnicity including gypsy/traveller groups and asylum seekers)		
Religion or belief (practices of worship, religious or cultural observance, including non-belief)		
Gender (male, female)		
Sexual orientation (gay, lesbian, bisexual; actual or perceived)		

Any adverse impacts are explored in a Full Impact Assessment.

Stanbridge Primary School

Talented Able and Gifted Policy

Rationale

Our school aims state that:

- we nurture and develop children's love of learning through an inclusive, innovative and creative school environment
- our forward-looking school aims to be challenging and inspiring, enabling children to develop the independence to guide them through life

This policy is an integral part of the school's broader development of maximum inclusion of educational opportunity for all pupils and states our commitment to providing an environment in which all pupils are enabled to realise their potential. Please refer to our 'Inclusion' policy for more information.

Aims

This policy is intended to support the following aims:

- the nurturing of the highest aspirations for all our pupils
- consistently high expectations of achievement for all pupils
- greater motivation, innovation and independence for all pupils

In order to achieve these aims, we will ensure that all pupils have opportunities to develop specific skills or talents.

Definitions

- We recognise 'gifted children' as those who show high attainment or considerable potential for high achievement in one or more academic subjects.
- We recognise 'talented children' as those who excel or show considerable potential to excel in the performing or visual arts, or physical or social development.

The term 'gifted and talented' is not to be understood as referring to the most able children in the national population. The term should be seen as relative and refers to the top 5% to 10% of any school, regardless of the ability profile of pupils at the school.

Within the school we recognise that gifted and talented pupils can be:

- good all-rounders
- high achievers in one area
- of high ability but have poor oral or written literacy skills
- have Special Educational Needs or emotional or behavioural difficulties
- not explicitly demonstrating their gift or talent

Definitions

Talented pupils are those with a particular ability in art, music, sport or the performing arts.

Able pupils are those with the potential to achieve at a higher level than the majority of their peers in 'academic' subjects.

Gifted pupils are those capable of exceptional performance representing around 0.5% of the population nationally.

Identification

Talented, able and gifted pupils are identified by making a judgement based on an analysis of various sources of information including:

- test scores (Early Years Foundation Stage Profile scores, end of key stage levels, SATs results, teacher assessments)
- teacher nomination (based on classroom observation, in-depth knowledge of the child, discussions with pupils, work scrutiny)
- peer or self-nomination
- parent/carer nomination
- reading ages/levels
- consultation with preschool providers
- consultation with extended school providers (breakfast club; after school club; extra-curricular clubs)

Talented

Children who are talented in art and music demonstrate skills that are considerably beyond what might be expected for their age.

Children who are talented in the performing arts are members of groups or perform for companies that have their own criteria for admission, *e.g. becoming a member of a company that performs at the Hippodrome.*

Children who are talented in sport play represent clubs or compete at a higher level than most *e.g. by representing their county or country.*

Able

Children who are able are working at least 1 year above the age related expectations for their year group. Children who are able will not be formally identified on the register until Year 1.

Gifted

Children who are gifted are working 2 years or more the age related expectations for their year group.

The register can be amended at any time, recognising that children's progress is not always linear.

This information is collated by the TAG Leader and the Assessment Leader and is made available to all staff. It is also their responsibility to ensure that the register is updated and reviewed regularly.

Organisational and in-class approaches

Important strategies include:

- a commitment to the philosophy of the Creative Curriculum through which children are given rich, inspiring, individualised learning opportunities
- the management of pupil groupings (whether in mixed ability groups or similar ability groups) and recognition that whilst there may be a higher concentration of TAG pupils in some groups, there will be pupils who have gifts and talents in all groups
- the provision of opportunities for TAG pupils to work with pupils of similar ability; this will mean that it may be appropriate for pupils to work with older pupils occasionally.
- mentoring and additional provision for pupils of exceptional ability from identified adults, e.g. Higher Level Teaching Assistants, suitably qualified volunteers, Head teacher
- the provision of enrichment/extension activities and tasks e.g. problem-solving tasks, additional challenges
- differentiation, clearly shown in curriculum plans within all subject areas
- the development of a learning environment that actively encourages children to be independent, take risks with their learning and become reflective learners
- the employment of a wide range of Assessment for Learning (AfL) strategies in all lessons
- the creation of a classroom ethos where individuals are encouraged to celebrate their successes regardless of level of ability, without embarrassment or fear of being different

Out of class activities

The following are offered on a regular basis and, although these benefit all pupils, they are particularly apt for ensuring that pupils who have potential in these areas are given opportunities to practise and extend their skills.

- enrichment days
- school clubs
- musical and sporting activities
- opportunities to work with specialist teachers in other primary or secondary schools

Co-ordination and monitoring

The TAG leader has overall responsibility for

- (i) ensuring that the policy is implemented
- (ii) co-ordinating the monitoring of progress
- (iii) feeding into Pupil Progress meetings
- (iv) ensuring that the professional development programme includes relevant aspects of gifted and talented provision.

This policy is reviewed every three years by the TAG Leader in conjunction with the named governor for TAG.