



St. Peter's C.E. Junior School

Stilwell Close, Yateley, Hampshire GU46 6XH.

<i>Policy Number:</i> C/15/May09	<i>Date Agreed:</i> 14 th May 2009
<i>Policy Title:</i> GIFTED, ABLE AND TALENTED CHILDREN POLICY	<i>Authorised By:</i> <u>J.H.Divall</u>
<i>Area:</i> Governing Body	<i>Due for Review:</i> May 2011
<p><i>The Governing Body believes that fairness and consistency of judgement is essential to the operation of the school. All members of the school have equality of opportunity to achieve their full potential and will not be discriminated against because of age, disability, gender, sexual orientation, nationality, race, or religion. The Governing Body believes that the school always has to be aware of the potential for unconscious discrimination, to avoid assumptions about individual members of the school based on stereotypes and to use the teaching and learning arrangements actively to encourage everyone to achieve their full potential.</i></p> <p><i>All our policies are consistent with our duty of care to protect our pupils and to provide a learning environment which is safe and healthy.</i></p> <p><i>In all our dealings, we respect the strict code of confidentiality that underpins our school ethos.</i></p>	

STATEMENT OF INTENTION

All children at this school are entitled to a broad, balanced and relevant curriculum. Every individual should have the opportunity to develop and realise their true potential and we believe that the able child needs just as much support, guidance and encouragement as the less able.

We shall endeavour to ensure that opportunities are offered to the more able pupils to enable them to fully develop their abilities within the context of the spiritual, moral, social and cultural framework of the school.

AIMS

We aim to:

- identify the able child as early as possible in his or her time at the school
- promote, encourage and recognise that the more able child requires appropriate differentiation
- develop the specific skills and talents of each individual child
- recognise each child as an individual and be aware of their needs; and for those children who may have emotional and/or social problems, or who may present themselves as underachievers, to give appropriate support and encouragement to enable them to reach their full potential
- use appropriate processes to assess abilities and needs
- offer an entitlement to an appropriate education involving activities that are richer, broader and deeper, going beyond the normal curriculum
- record and review progress
- ensure appropriate staff training and awareness
- inform and involve the Governors about the school's provision for the able child
- establish and maintain links with other agencies that may help the development of these particular pupils.

A SCHOOL DEFINITION OF THE ABLE CHILD

- Those children who demonstrate in one or more areas (not necessarily academic curriculum) abilities which place them into the highest achieving 20% of our school population and who would benefit from an effective and planned differentiation programme.
- Those children who have a broad spectrum of high ability when viewed against national norms.
- Those children who have a particular skill and ability in discrete areas e.g. art, maths, music, sport, etc.

Exceptionally Able Children (top 2%) may have very distinctive needs that may require significant modification of the curriculum and an individual education plan.

GUIDELINES FOR PRACTICE

Definitions - the able child refers to a child who achieves within approximately the top 15 to 20% of the ability range in the following areas: high intellectual ability; specific aptitude in one or more subjects; creativity; leadership skills; ability in creative, artistic and performing arts, and specific sports abilities.

Identification

A child will be identified as an Able Child by a combination of the following:

- staff observation, assessment and nomination
- checklists / questionnaires
- background knowledge of the individual child
- testing: reading tests, Key Stage 1 results, Key Stage 2 SATS

Evidence can include:

- a comparison of learning behaviour within the peer group
- language acquisition
- fine and gross motor skills
- moderation of work by members of staff

Effective Learning and Enrichment Extension Plan

We shall endeavour to put in place an effective learning and enrichment extension plan through:

- producing a relevant extra-curriculum
- providing a stimulating environment within the school
- using both teaching and non-teaching adults in group work
- encouraging the children to work co-operatively and independently
- encouraging self-confidence and enhanced self-esteem
- encouraging the children to take risks and make mistakes (thus learning from failure as well as from success).

The children will also be encouraged to increase the depth and breadth of their studies by:

- using their initiative
- problem solving
- seeking alternative answers through the provision of open-ended tasks
- making judgements based on confidence in their own ability
- using all relevant skills.

Role of the Able Child Co-ordinator

To ensure the Able Child Programme runs to the best of its capability and that regular monitoring and progress is made both in the children and the Programme.

Responsibilities will include:

- processing assessment procedure of all children currently in the school and those who join throughout the year to identify Able Children
- monitoring progress made and reviews of individual children within the school to ensure regular updating of Able Child Register
- monitoring of the Able Child Register
- ensuring all appropriate returns are made to the Local Authority, i.e. Gifted, Able and Talented School Census Data
- informing class teachers of pupils progress to ensure provision is made for their particular needs within the usual class environment
- updating colleagues on best practice or new initiatives which may arise from the Able Child Programme
- developing appropriate extension and enrichment material (source a range of materials and resources)
- recruitment of help or expertise as required
- research for external opportunities to enhance the Able Child Programme both through school activities and/or parental commitment
- being available for the Able Child to voice any issues/problems they may have with the Programme
- co-ordinating the use of external support, for example the special skills of individual members of staff, the use of visiting experts, the schools library service, specialist clubs and societies, the Internet, National Associations and any other established bodies directly associated with the Able Child Programme.