

# Caister Infant, Nursery School and Children's Centre

## Able, Gifted and Talented Policy

**THIS DOCUMENT IS** a statement of the aims, principles and strategies for the teaching of Able, Gifted and Talented pupils at Caister Infant, Nursery School and Children's Centre.

**IT WAS DEVELOPED** through a process of consultation with teaching staff and governors.

**THIS POLICY WILL** be reviewed on a regular basis.

**Person Responsible:** Mrs Stone

### **Rights Respecting Schools**

Caister Infant and Nursery School is currently working towards the UNICEF Rights Respecting School Level 1 award.

Opportunities to teach children about the United Nations Charter for the Rights of the Child will be sought wherever possible.

### **Aims and Philosophy**

At Caister Infant, Nursery School and Children's Centre 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 the highest level of personal achievement. This policy aims to ensure that we recognise and support the needs of those children in our school who have been identified as Able, Gifted and Talented.

The school will use its best endeavours to ensure that teachers in the school are able to identify and provide for those pupils who are Able, Gifted and Talented.

The School recognises that parents hold key information and have knowledge and experience to contribute to the shared view of a child's need. Parents will be treated as partners and supported to play an active and valued role in their children's education.

The School will listen to and consider the views of the children and they will be encouraged to contribute to the assessment of their needs.

## ***Definition of Gifted and Talented***

We recognise that there are many definitions of gifted and talented. At Caister Infant, Nursery School and Children's Centre we use the following definition:

- Pupils who are performing academically at two levels above their expected level.
- Pupils who are particularly talented in art, music, drama and related subjects, which are at least two levels above their expected levels.
- Pupils who have the potential to achieve above their expected level, but who, for whatever reason, are not performing at this level.

## ***Identification***

We identify pupils as Able, Gifted and Talented using a variety of strategies. These include assessments, observations by school staff or parents and evidence from pupil work or performance. They are ongoing and begin when the child joins our school, so allowing recognition at any point in a child's development.

## ***Provision***

Provision for Gifted and Talented children should not be made at the expense of other pupil groups, but equally, such pupils have a right to the best possible provision.

The school will need to give careful consideration to the forms of provision that it wishes to use:

- Withdrawal in some subjects for small group work
- Grouping by ability in some curriculum areas
- Differentiated homework
- Extension and enrichment activities
- Planning that addresses the needs of Able, Gifted and Talented
- Extra curricular activities, e.g. Clubs, Musical or Sports practice and performance, visits by experts
- Links with other schools and agencies
- Acceleration in some/all curriculum areas
- Ensure ongoing observation and assessments provide regular feedback about the child's achievements and experiences to form the basis for planning the next steps of the child's learning.

### ***Monitoring Children's Progress***

The school's system for observing and assessing the progress of individual children will provide information about areas where the child is exceeding expectations. Under these circumstances, teachers may need to consult with the Able, Gifted and Talented Leader to consider appropriate action for the child's future learning.

### ***Teaching and Learning Styles***

Teachers plan to meet the needs of all children through:

- Extension activities which broaden a child's learning in a particular skill or knowledge area
- Group/individual activities within a common theme that reflects a greater depth of understanding and a higher level of attainment
- Using a variety of organisational strategies including whole class, pairs, mixed ability groups and setting across a year group. These strategies support children in their learning and cater for the needs of the Able, Gifted and Talented children.
- Setting individual targets for Mathematics and English which consider the needs of Able, Gifted and Talented children and set challenges for improvement.
- 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.

### ***Roles and Responsibilities***

The Gifted and Talented Leader's role includes:

- Ensuring that the Able, Gifted and Talented register is updated every term and distributed to all teaching staff.
- Monitoring the progress of the Able, Gifted and Talented children through Pupil Asset and discussions with teachers.
- Supporting staff in the identification of Able, Gifted and Talented children.
- Providing advice and support to staff on teaching and learning strategies for Able, Gifted and Talented children.
- Liaising with parents and governors on issues related to Able, Gifted and Talented children.
- Monitoring data to evaluate progress of individual Able, Gifted and Talented children.
- Liaising with Caister Junior School Gifted and Talented Leader and passing on information regarding Year 2 pupils.

### ***Class Teachers***

- To liaise with the Gifted and Talented Leader in the identification of these children.
- Deploy the agreed professional approaches to the development of Able, Gifted and Talented children.
- Ensure that the parents of Able, Gifted and Talented children are informed that their child is on the school register and that they receive feedback regarding their children's progress.
- Planning for the Gifted and Talented children is part of effective differentiation and involves making sure that they are sufficiently challenged by the work set.

### **Safeguarding**

The school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

Date reviewed by staff: 2017