



The Three Rivers Federation

Owner	Quality of Education Committee
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DOCUMENT TITLE : Able & Talented Policy

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Able and Talented Children Policy (Feb 2019)

1 Introduction

- 1.1** In our federation 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 for the highest level of personal achievement. This policy helps to ensure that we recognise and support the needs of those children in our federation who have been identified as 'able' and 'talented' according to national guidelines.
- 1.2** In these guidelines the term 'able' refers to a child who has a broad range of achievement at a very high level. Those children who are 'able' often have very well-developed learning skills. The term 'talented' refers to a child who excels in one or more specific fields, such as sport or music, but who does not perform at a high level across all areas of learning. In our federation, however, we use the terms 'able' and 'talented' for children who, at a national level, are referred to as 'gifted' and 'talented'. (Nationally approximately 10% of children are 'gifted' and 2% 'talented')
- 1.3** We respect the right of all children in our federation, irrespective of differences in ability, to access a number of areas of learning, and to develop the knowledge, skills, understanding and attitudes that are necessary for their self-fulfilment and eventual development into active and responsible adults.
- 1.4** The mission statement of our federation talks of valuing the individuality of all our children. The aims of our federation make specific reference to teaching and learning that takes into account the needs of all children. They also identify the commitment to giving all our children every opportunity to achieve the highest of standards. This policy guides the way in which this happens for our able and talented children.

2 Aims and objectives

- 2.1** Through this policy we aim to:
- ensure that we recognise and support the needs of our children;
 - enable children to develop to their full potential;
 - offer children opportunities to generate their own learning;
 - ensure that we challenge and extend the children through the work that we set them *not by setting them more work at the same level, but by setting extension work that is more challenging*;

- encourage children to think and work independently.
- *Acknowledge that children who are extremely able, where able could be considered to constitute a special need, may need additional support through the involvement of the SENCO.*

3 Identification of able and talented children

- 3.1** We use a range of strategies to identify able and talented children. The identification process is ongoing and begins when the child joins our federation. Each child's pre-school record gives details of their achievements and interests in particular areas. Discussions with parents and carers enable us to add further details to these records.
- 3.2** Children undergo assessment within the first half-term of joining our reception class. This gives information about their developing skills and aptitudes across several areas of learning. We discuss each child's assessment information with the parent, and use this information when planning for individual needs.
- 3.3** As the children progress through the school, we test them regularly to ensure that they are making the progress that we are expecting of them in their personal targets. We identify them as able and talented children when they achieve high levels of attainment across the curriculum, or in particular skills or aspects of subjects.
- 3.4** The children undertake national tests in Year 2 and Year 6, plus the optional national tests in Years 3, 4 and 5. Teachers also make regular assessments of each child's progress in all subjects of the National Curriculum. We compare the information from these tests with a range of national and LEA data, in order to ensure that each child is making appropriate progress.
- 3.5** Each teacher regularly reviews the children's progress. Teachers discuss the children's progress with parents at twice yearly meeting, and report annually on each child's progress.

4 Aptitudes in English and mathematics

- 4.1** Able and talented children in English are identified when they:
- demonstrate high levels of fluency and originality in their conversation;
 - use research skills effectively to synthesise information;
 - enjoy reading and respond to a range of texts at an advanced level;
 - use a wide vocabulary and enjoy working with words;
 - see issues from a range of perspectives;
 - possess a creative and productive mind and use advanced skills when engaged in discussion.
- 4.2** Able and talented children in mathematics are identified when they:
- explore a range of strategies for solving a problem;
 - are naturally curious when working with numbers and investigating problems;

- see solutions quickly without needing to try a range of options;
- look beyond the question in order to hypothesise and explain;
- work flexibly and establish their own strategies;
- enjoy manipulating numbers in a variety of ways.

5 Teaching and learning style

5.1 Teachers in our federation plan carefully to meet the learning needs of all our children. We give all children the opportunity to show what they know, understand and can do, and we achieve this in a variety of ways when planning for children's learning by providing:

- a common activity that allows the children to respond at their own level;
- an enrichment activity that broadens a child's learning in a particular skill or knowledge area;
- an individual activity within a common theme that reflects a greater depth of understanding and higher level of attainment;
- the opportunity for children to progress through their work at their own rate of learning.

5.2 Children meet a variety of organisational strategies as they move through the school. Each strategy supports all children in their learning, but gives due regard to the able and talented learner.

5.3 We teach the children in ability groups. Teachers regularly review the progress of children, and children move between the groups as appropriate. This enables teachers to plan work that reflects the narrow band of ability in each group.

5.4 We offer a range of extra-curricular activities for our children. These activities offer able and talented children the opportunity to further extend their learning in a range of activities.

5.5 Learning is also enriched through 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.

5.6 The children will also have the opportunity to experience a range of educational visits that further enrich and develop learning.

6 Management strategies

6.1 One teacher co-ordinates the provision and practice within the two schools for able and talented children. The co-ordinator's role includes:

- ensuring that the able and talented register is up to date;
- monitoring teachers' planning to ensure that suitable tasks and activities are being undertaken by more able and talented children across all curriculum areas;
- regularly reviewing the teaching arrangements for able and talented children;

- monitoring the progress of able and talented children through termly discussions with teachers;
- supporting staff in the identification of able and talented children;
- providing advice and support to staff on teaching and learning strategies for more able and very able children;
- liaising with parents, governors and LEA officers on issues related to able and talented children.

6.2 The co-ordinator for our policy on able and talented children monitors this policy on a regular basis and gives feedback to the governing body. The monitoring includes feedback from parents and children, as well as regular classroom observations of teaching and learning, and termly evaluations of children's written work.

6.3 The co-ordinator collects samples of work from able and talented children, in order to demonstrate the standards that they are achieving. We use these examples to inform the process of identification of able and talented children.

Signed:

Date: