



St. Michael & St. John's R.C Primary School

Able, Gifted & Talented Policy

Aims

The Governors, Headteacher and staff of St. Michael and St. John's are committed to the provision of a high quality education based upon the teaching of the Roman Catholic faith, the National Curriculum and the recommendations laid down by the Schools Commission of the Diocese of Salford. The school aims to encourage the personal development of each individual to ensure that they achieve their full potential in every aspect of their life. It also aims to provide all its pupils with a firm educational and moral foundation upon which they can build the knowledge, skills and attitudes which will prepare them for the responsibilities and opportunities presented by further education and adult life according to Gospel values.

Our school mission statement

Following the example of Jesus, together we learn, love and respect one another to be the best we can be.

School Aims

Learn... We encourage our children to achieve their true potential and to take full advantage of all opportunities offered to equip them for their spiritual and educational journey.

Love... We believe that each child is a unique creation belonging to God and made in His image. We want our children to recognise this, as they develop their self-esteem and build relationships.

Respect... We support our children in appreciating their individual talents and in valuing the gifts given to others. We encourage the children to recognise that they are all equally valued within school and the wider community.

Curriculum Driver

With faith at the heart of our curriculum at St. Michael & St. John's, we will appreciate, understand and utilise the diverse culture, history and geography of our unique environment. We will prepare our children through memorable experiences for their role, in an ever changing society.

Statement of Intent

Our school aims to offer a secure and stimulating environment which meets the needs of individual pupils. We believe that all pupils are entitled to receive the support and challenge necessary to help them to develop their full potential. We recognise the importance of identifying a wide range of abilities and talents and of providing opportunities to nurture them. The needs of able, gifted and talented pupils are acknowledged as part of our overall inclusion policy. We believe in promoting inclusion and equality of opportunity.

We cannot assume that able pupils will automatically make appropriate progress. It depends on a range of environmental and personality factors, including supporting home, school and learning environments. To make sure that these pupils reach their potential, it is important to adopt and implement appropriate policies and practices to meet their educational and social/emotional needs. As for all other pupils, we aim to encourage and support the more able and talented through a broad based, relevant and challenging curriculum, encouraging the pursuit of excellence and celebrating the achievements of each pupil. We believe in extension in depth and enrichment in breadth.

In pursuing excellence in the education of able and talented pupils, the school seeks:

To support teachers in recognising the wide range of pupils' talents and abilities.

To encourage and support the development of alternative approaches to teaching and learning that engage, extend and challenge able and talented pupils at levels appropriate to their ability, within an ethos of high expectation.

To provide additional opportunities to develop the experiences of our most able pupils.

To provide professional development opportunities for teachers and other appropriate personnel.

To encourage a dialogue between parents, staff and pupils in respect of pupils' special talents, abilities and developmental needs.

To provide a supportive social, emotional, pastoral and educational environment, including the provision of opportunities for contact with similarly able or talented peers within school and the wider community.

To clarify the roles and responsibilities of key personnel.

To monitor the progress of and evaluate the impact of developments arising from this policy.

Who are the able and talented?

The able and talented are defined as a cohort of between 5% and 10% of the schools' population by the DfES. The group is divided into the 'able' (the 'academically' most able, who demonstrate or have the potential to work at a level above their peers) and the 'talented' (those whose expertise lies in areas such as Drama, Dance, Music, Sport, Arts etc. Although others may use the term more generally, we identify 'gifted' pupils as those who demonstrate exceptional ability in one or more areas and represent 0.5% of the national population.

Identification

Identification will be undertaken using the following methods:

Staff nomination
Staff Meeting with AGT focus
Teacher assessment
Optional testing
Reading age
'O' Track

A register of able and talented pupils will be kept by the AG & T Coordinator. Identification processes will be ongoing to allow entry to the cohort at any point.

Provision

Able pupils have diverse needs and there is no one "catch-all" approach to teaching and learning. Appropriate progress will not be made without structured guidance and support. Strategies adopted should attempt to match pupils' education with their abilities and learning needs rather than with their chronological age. The main focus of effort and development, should be to improve provision for able pupils in day-to-day teaching and learning.

Enhanced teaching and learning approaches suited to the needs of able pupils can be developed on a whole-school basis and built into lesson planning.

Ideally, able pupils will experience a mixture of acceleration, enrichment and extension activities.

Acceleration - Moving through the curriculum at a faster rate than other pupils.

Enrichment - Broadening study by including elements outside the National Curriculum.

Extension - Studying the standard curriculum in more depth and increasing complexity and challenge.

Children will be given opportunities to enhance the curriculum outside the classroom through the provision of clubs, visits, challenges etc.

Parental Involvement

This is a three-way partnership between parents, the student and the school. The class teacher will inform parents and make them aware that their child's ability has been recognised and that the school is seeking to ensure an appropriate educational experience is available.

Pastoral Support

It is important to avoid stereotyping able pupils as each child is an individual and some children may need more support than others. At St. Michael & St. John's RC Primary School it is our aim to provide an environment in which able pupils feel secure enough to display their ability, to take risks and to fail.

Monitoring and Evaluation

A range of quantitative data is available to assist in the monitoring process: the attainment of higher examination grades, value-added analysis of assessment data by ability group, target setting, school development planning, performance management structures and pupil progress meetings.

