

Ashbury Meadow Primary School Policy for Able and Talented Children

At Ashbury Meadow we are committed to working for quality and equality of opportunity.

We aim to:

- *help our pupils to develop their skills and abilities, intellectually, emotionally and socially;*
- *provide teaching which makes learning challenging, engaging and enables pupils to reach their potential*

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.

Aims

This policy is intended to support the following aims:

- The raising of aspiration for all pupils
- High expectations of achievement for all students
- Greater enterprise, self-reliance and independence for all students

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

Definitions

There are many definitions of 'able and talented'. The department for children, school and families (DCSF) defines able and talented as:

'Children and young people with one or more abilities developed to a level significantly ahead of their year group (or with the potential to develop those abilities)

(pg1 Identifying gifted and talented learners - getting started May 2008)

'Excellence in Cities' (EiC) guidance suggests:

- 'Gifted' learners are those who have abilities in one or more subjects in the statutory curriculum other than art and design, music and PE;
- 'Talented' learners are those who have abilities in art and design, music, PE or performing arts such as dance and drama.

The term 'able 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 to

Ashbury Meadow and refers to the top 5% to 10% of any school, regardless of the ability profile of pupils at the school.

Care should be taken to ensure that identification

- Reflects ability, rather than achievement
- Includes talent areas
- Does not unduly disadvantage any group of learners, including those from lower socio-economic backgrounds, children in care, children with learning disabilities and/or disablement and particular ethnic or gender groups

General characteristics of able and talented

At Ashbury Meadow we recognise that able and talented children can be:

- good all rounder's
- high achievers in one area
- prefer verbal to written activities
- of high ability but have poor writing skills
- very articulate or verbally fluent for their age
- have a wide general knowledge
- learn quickly
- be interested in topics which might be associate with an older child
- communicate well with adults - often better than with their peers
- have a range of interests, some of which are almost obsessive
- show unusual and original responses to problem solving activities
- be logical
- be self-taught in own interest area
- have the ability to work things out in head very quickly
- have a good memory that can be access easily
- be artistic
- be musical
- excel at sports
- have strong views and opinions
- have a lively and original imagination
- a sense of humour
- be very sensitive and aware
- focus on own interests rather than what is being taught
- be socially adept
- appear arrogant or socially inept
- easily bored by what they perceive as routine tasks
- show a strong sense of leadership
- not necessarily appear to be well-behaved or well liked by others

We also recognise that those children who are able and talented do not always show their ability. Such children are able and talented even though their abilities may be hidden or remain as potential. *It is these children we need to make sure we identify and challenge through mapping progress against potential and half termly pupil progress meetings.*

Underachievement

Able and talented underachievers tend to:

- have low self-esteem
- be frustrated and disaffected
- be confused about their development and about why they are behaving as they are
- manipulate their environment to make themselves feel better
- tend towards a superior attitude to those around them
- find inadequacy in others, in things, in systems, to excuse their own behaviours

Identification

Able and talented students are identified by making a judgement based on an analysis of various sources of information including:

Teacher nomination
Talking with children
Checklists
Test achievement
Assessment of children's work
Peer nomination
Parental nomination
Using community resources

This information is collated by the able and talented co-ordinator and the assessment co-ordinator and is made available to all staff, using the five column grid. The able and talented register is regularly reviewed and updated, as abilities change over time, though such movement might be expected to reduce with age.

Personalisation: from identification to practice

Personalised learning is about tailoring education to individual needs, interest and aptitude so as to ensure that every learner achieves and reaches their highest standards possible, notwithstanding their background or circumstances. For able and talented learners this includes:

- effective assessment for learning (AFL), so that planning takes account of prior learning, stretching curricular targets are set with pupils, and differentiated learning objectives and outcomes are shared
- learning activities in the classroom which offer additional stretch through a combination of acceleration, enrichment and extension
- opportunities for independent learning, and use of a range of learning styles
- Learning in settings beyond the classroom, for example in real-life contexts which support problem-solving and application of knowledge and skills
- Support in specific areas, for example through language support or mentoring, alongside increased challenge in areas of strength
- Above all, a rich provision for all, which provides further opportunities for identification

Organisational and in-class approaches

Important strategies include:

- The coherent management of pupil groupings (whether in mixed ability groups or ability sets) and recognition that whilst there may be a higher concentration of able and talented pupils in some groups there will be pupils who have abilities and talents in all groups.
- The provision of opportunities for able and talented pupils to work with pupils of similar ability. This will mean that it is appropriate for pupils to work with older pupils occasionally.
- Mentoring and additional provision for pupils of exceptional ability.
- The provision of enrichment/extension activities and tasks.
- Differentiation within subject areas.
- The development of independent learning by allowing pupils to organise their own work, to carry out tasks unaided, evaluate their work and become self-critical
- Focussed groups that are teacher lead challenging pupils who are exceeding age related expectations.
- More able mathematicians in year 6 working within our local high school at level 6

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 practice and extend their skills.

- Enrichment days - (super learning days, forensic days, University visits)
- School clubs
- School trips
- Musical and sporting activities
- Signposting to community resources - library, out of school clubs, etc.

Indicators of abilities and talents relating to phase of development

Some children display signs of high ability at an early age. However, since an individual's level of ability is not fixed and may develop significantly over time, the stage at which high potential is demonstrated will vary from one child to another. We also need to be aware, that since children's rate of development varies, a child may show signs of high ability early on and then their rate of development may slow down, so that the other children catch up. In such a case, a child will be taken off the able and talented register by the able and talented coordinator. However, we need to be sure it is not because the child is not being given the opportunity to display their ability. Teacher observation and informal assessment play an essential part in recognising high potential, particularly in the case of very young children.

The table below provides some examples of particular characteristics; these are indicative and not definitive.

Early Years	Primary	Secondary
Is it precocity or giftedness?	Needs fewer steps in process	Questions rules/authority
Uneven development	Enjoys increased pace	Non-conformity
Gets cross if task too easy/hard	Needs less instruction and practice	High ability/low motivation
Needs to own extended tasks	Thrives on independent study	Keen sense of justice
May display 'unique creativity'	Copes with abstract tasks	Divergent thinking/creativity
Often easily bored and disruptive	Like open-ended situations	Excellent sense of humour
Very good verbal/reasoning	Needs to learn to fail	Growing self-determination
Needs enrichment more than acceleration	Responds to a wide variety of creative opportunities	May develop lifelong passion for field or hobby
Can show reflection above age	Needs to be encouraged to take risks	Intellectual curiosity stands out
Emotional literacy can lag behind academic work	Needs to develop self-esteem in supportive environment	Exceptional powers of concentration, stamina
Identification for understanding and provision not labelling	Whatever the intellectual level must remember <i>actual age</i>	Needs to work with learners of similar ability in/out of school

Co-ordination and monitoring

The able and talented co-ordinator has overall responsibility for

- (i) ensuring that the policy is implemented
- (ii) co-ordinating the monitoring of progress through pupil progress meetings and specific cohort analysis
- (iii) ensuring that the professional development programme includes relevant aspects of able and talented provision.