



**ST CHRISTOPHER'S SCHOOL Able Gifted and
talented POLICY**
(incl. EYFS)

2018-19
To be reviewed in JAN 2020

Statement of philosophy

At St Christopher's School, we are committed to providing an environment that encourages all children to maximise their potential – and this includes our more able children. Education in our school must provide for children of all abilities. We also aim to help our pupils to develop their personalities. Able pupils deserve an education that encourages and motivates them to achieve their full potential, learning at a pace that is appropriate to them within the moral, social and cultural framework of our school.

We want our pupils to

- Know
- Understand how
- To be a risk taker and to enhance their confidence and abilities
- To be a thinker
- To be able to explain how

This policy is also linked to the Teaching for Learning policy, Assessment policy, SEND policy and the EAL policy.

The More Able and Talented pupils benefit from pacy, purposeful classrooms where teaching is personalised, inspirational and fun.

"Effective provision for GT children in primary school" May 2008

Principles

In making provision for very able children SCS recognises that:

All children have the right to have a challenging and appropriate education, if pupils have abilities beyond the large majority of their peer group, they need a curriculum that goes beyond the standard curriculum.

Aims

At our School we aim to raise expectations for all pupils

We have high expectations of all our pupils

We place an emphasis on self-reliance and independence for all our pupils

We ensure our teaching is purposeful, challenging for all pupils at their own level

We ensure that pupils are encouraged to stretch their capabilities to their highest level

We foster and encourage pupils in their specific talents and skills

At St Christopher's School we are concerned for our pupil's social and emotional growth as well as their intellectual advancement

Definition

Able pupils are quick to understand and apply their knowledge and skills in creative and original ways. (DFEE LGNT 2000). Their attainment may vary across the curriculum.

To be regarded as more able and talented at St Christopher's School, is to demonstrate a **significantly** higher level of ability and thinking than most children of the same age in one or more areas of the curriculum, or, in any of the following:

- Physical talent
- Artistic talent
- High intelligence
- Creativity
- Leadership
- Mechanical ingenuity

(Eric Ogilvie 1973)

It is worth remembering that children can be:

- High achievers in only one area
- Of high ability but with low motivation or behavioural problems
- Good 'all rounders'
- Of good verbal ability but with poor writing skills
- Very able but with a short attention span
- Very able but with poor social skills
- Keen to disguise their ability
- Have generic skills e.g. good memory, commitment, inquisitiveness, powers of observation, originality, general knowledge, quick thinking and leadership qualities.

Responsibility for More Able and Talented

At SCS all teachers are the teachers for the more able and talented

Extension work is usually carried out within the classroom using the skills and expertise of the class and specialist teachers in their subject

Advice and coordination for the most able is usually the responsibility of the Head of Department and the Academic Deputy Head who will be able to support non-specialist teachers in their classroom.

The Academic Deputy Head also oversees an intervention programme to ensure that pupils who are identified as needing a more advanced challenge are given opportunities to do so through intervention programme teaching and differentiation in class.

Teachers who believe there is a child who is gifted and talented in their class, should refer the child to the SENDCo who will discuss a programme of support for that child with the class teacher.

Able Gifted and Talented in EYFS

- Each child's ability is assessed by the child's key person in relation to that child's targets in 7 areas of EYFS Learning. External expert opinion may be requested in the form of an assessment report.
- The Key Person will liaise with the SENDCO and Headteacher over this assessment and in discussion regarding any programme which would be set up to further support the child.
- Parents will know the Key person's name and their role.
- A programme will be set up which will take account of that child's ability or gift and this will be agreed with the parent and updated each term.

Strategies

Whole School level:

- Prepare a curriculum which will meet the needs of all pupils but gives the more able pupils the scope to fulfil their learning potential.
- Contact individual subject Heads of Department for advice
- Encourage independent learning
- Differentiate homework to reflect different levels of ability

- Be aware of the effects of gender, ethnicity, linguistic and social circumstances on learning and achievement
- Maintain high expectations
- Use a rich variety of teaching and learning strategies
- Recognise and reward achievement
- Identify and agree characteristics which may indicate more able pupils

Good practice at classroom level:

- Combat under achievement and passive learning.
- Avoid repetition of work by establishing prior knowledge and understanding
- Provide motivating challenge to stimulate the 'bright but lazy' child
- Never assume that more able pupils are easier to teach!
- Use varied and flexible groupings
- Differentiate by task (including homework) – matching tasks to ability
- Extension – open ended questions and tasks to deepen understanding rather than 'more of the same'
- Challenge – with older pupils introducing elements of competition and set individual targets
- Promote problem solving and investigation activities – to develop reasoning and logical thinking
- Encourage pupils to notice themselves and their peers showing these characteristics

Out-of class Activities

- Encourage pupils to take advantage of residential trips suitable for their age

Success Criteria

These will include

- Is the identification procedure operating?
- Is the range of enrichment activities being provided?
- Is the work of the classroom being differentiated to provide challenge for all learners?
- Does the data for all key stages show evidence of exceptional achievement?

Signed by Amit Mehta Proprietor

