

**Collaton St. Mary C of E (VA)  
Primary School.**

**Policy for  
Able and Talented Pupils**

## **POLICY FOR ABLE AND TALENTED PUPILS**

### **Statement of Philosophy**

We believe at Collaton St. Mary School that we should provide teaching that makes learning challenging and enjoyable, with all pupils achieving their full potential. We endeavour to help pupils develop their skills and abilities intellectually, physically, artistically and creatively.

Able and talented pupils should be given the opportunity to study subjects to a greater breadth and depth. We aim to provide opportunities to develop specific skills and talents. We are also mindful of the importance of our role in helping to develop the whole child and not just one aspect of their abilities. This document outlines Collaton St. Mary School's practice for working with able and talented pupils and illustrates our commitment to them.

### **Definitions**

Able and talented pupils are those who demonstrate a significantly higher level of ability and/or potential than most pupils of the same age in one or more Curriculum areas or in any of the following:

- ◆ physical talent
- ◆ artistic talent
- ◆ mechanical ingenuity
- ◆ leadership
- ◆ high IQ
- ◆ creativity.

It is worth remembering that able pupils can also be:

- ◆ good all-rounders
- ◆ high achievers in one area
- ◆ of high ability but of low motivation
- ◆ of good verbal ability but have poor writing skills
- ◆ very able but with a short attention span
- ◆ very able with poor social skills
- ◆ keen to disguise their abilities.

### **Identification**

In identifying able and talented pupils, Collaton St. Mary School makes use of hard data, including the results of National Curriculum tests and a wide range of qualitative data, including teacher assessment, pupil observation and the examination of their work. The school makes sure the identification process is rigorous, transparent and fair. We do not discriminate against any group of children and include pupils who arrive after Reception and are late developers.

Where attainment is not high but there are indications of potential high ability, the school strives to identify that potential and nurture it.

Our aim is to build a comprehensive picture of each child's ability. When an able and talented pupil is identified through teacher assessment and professional judgement, further assessment will be carried out through:

- ◆ discussion with colleagues
- ◆ analysis of information from national and school-based tests
- ◆ continuous assessment using open/differentiated tasks
- ◆ careful record-keeping, collation of evidence, eg samples of pupils' work
- ◆ discussion with colleagues
- ◆ consultation with parents.

Testing of individual pupils could be carried out by the SENCo, as Able and Talented Co-ordinator, where appropriate.

### **Whole-school Strategies**

Opportunities for extension and enrichment are built into all our schemes of work.

We aim to:

- ◆ create an ethos where pupils feel good about achieving excellence
- ◆ encourage all pupils to become independent learners
- ◆ provide appropriate resources
- ◆ provide a flexible organisation, offering opportunities for the able pupils to work independently or with older pupils of the same ability
- ◆ celebrate achievement
- ◆ involve pupils in decision-making, including producing newsletters and as members of the School Council.

At Collaton St. Mary School, able and talented pupils are encouraged to carry out extra research work in the library and on the computers. We also use a variety of whole-school strategies, such as Curriculum Enrichment weeks when the normal timetable is suspended and cross-curricular projects, which offer pupils more choice and responsibility, are pursued. During these periods pupils could work with different Year Groups, allowing able and talented children to work with older pupils.

### **Classroom Strategies**

At Collaton St. Mary School, we acknowledge the importance of establishing the prior knowledge, understanding and skills pupils have to avoid unnecessary repetition of work, which can be demotivating. We are alert to the pupils who are very able but who are underachieving.

Through effective planning, assessment, record-keeping and liaison with children's previous teachers we aim to:

- ◆ establish what they have done previously in order to prevent repetition
- ◆ reduce peer pressure to underachieve
- ◆ provide challenges through high-quality tasks for enrichment and extension
- ◆ plan work, so that there is always extension material for the able children
- ◆ differentiate appropriately
- ◆ allow the children to make choices about, and organise, their own work
- ◆ set individual, challenging targets

- ◆ set individual homework
- ◆ expect them to carry out, unaided, tasks that stretch their capabilities
- ◆ develop their ability to evaluate and check work
- ◆ improve study skills.

### **Extra-curricular Activities**

Collaton St. Mary School aims to provide an ever increasing wide range of extra activities for our gifted and talented pupils. Out of the classroom pupils can:

- ◆ take part in extra-curricular activities and clubs, e.g. sports, arts, music, foreign language and ICT as available
- ◆ take part in local, regional or national competitions, quizzes and debates
- ◆ go on educational visits
- ◆ go on residential trips in Years 5 or 6.

### **Professional Development**

Staff attend courses to develop and update their skills on the needs of gifted and talented pupils. One member of the Management Team will attend the LEA cluster meetings for Co-ordinators of able and talented pupils led by Professor Michael Jennings.

### **Monitoring**

The teachers assess the progress of able pupils through normal classroom practice. Additional monitoring is done by the Management Team, who look at pupils' work on a half-termly basis. The Head and Deputy Teacher also analyse and collate the results of national and school-based tests, which provide valuable information for future planning.

The Head leads a Working Party for able and talented pupils which is responsible for monitoring this policy and the provision throughout the school.

The School Governor responsible for gifted and talented pupils will carry out his/her responsibilities identified by the job description.

## Further Information

### Useful Documents and Resources

DfES	Homework: Guidelines for Primary and Secondary Schools 1998
DfES	Extending Opportunity: a National Framework for Study Support 1998
Folens Publishers	Primary Professional Development: Able and Gifted Children (FA541X)