



St John Vianney Catholic School

Love one another as I have loved you



Able, Gifted and Talented Policy

Mission statement

“St John Vianney School is an academic community which is characterised by the Gospel Spirit of Peace, Justice and Love. All that we do and say in our school will be dominated by Jesus’ words “Love one another as I have loved you”. Our school rules are based on this statement and carried in “our hearts and our heads” and reflected in the life and work of our school”.

St John Vianney Catholic Primary School is committed to safeguarding and promoting the safety and welfare of all children and expects all staff and volunteers to share this commitment.

1. Introduction

We are committed to providing an environment, which encourages all pupils to maximize their potential and this clearly includes pupils who display some form of giftedness. As a staff we are aware that pupils’ rates of progress vary year on year and therefore pupils may not always be deemed to be **able**, **gifted** or **talented** throughout their primary schooling.

*‘Meeting the needs of the **gifted** and **talented** is about building on good general school provision, not about providing something entirely different.’*

Professor Deborah Eyre, 2001.

It is important to bear in mind that whether **gifted** or **talented** (or both) a pupil is first and foremost a child who needs encouragement and support in order to develop as a whole person. In addition some **gifted** and **talented** pupils may be intellectually **able** but also appear on the Special Educational Needs (SEN) register for behavioural, literacy or physical difficulties.

2. Definitions

Every pupil, whatever their ability is unique and has potential. There is no typical pupil.....no typical **able**, **gifted** or **talented** pupil. **Able**, **gifted** and **talented** pupils, like all pupils show huge variations in personality, attitude and behaviour and the nature of their attainment (and at times under-achievement).

We have defined **able**, **gifted** and **talented** pupils as the following:

An **able** pupil is one who achieves or has the ability to achieve at a level above average national expectations for their age, in all areas of the curriculum or a limited range.

A **gifted** pupil is one who has the capacity for or demonstrates high levels of performance in an academic area, which is markedly in advance of national expectations for their age.

A **talented** pupil is one who is achieving markedly in advance of national expectations for their age in a non-academic area.

- Physical talent – sports, games, skilled, dexterity
- Visual/performing abilities – dance, movement, drama
- Mechanical ingenuity – construction, object assembly/disassembly, systematic, working solutions
- Outstanding leadership and social awareness – sensitivity, empathy
- Creativity – artistic, musical, linguistic

3. Identification of the able, gifted and talented

Before identifying any child **gifted** in a particular area, we aim to ensure that all children have had the opportunity to learn and succeed in this area. This makes the identification process fair.

A range of methods will be used to identify a **gifted** or **talented** pupil and will vary according to the subject area but will include elements of the following:

- Teacher nomination
- Assessment results/tests
- Parental information
- External verification e.g. certificates
- Pupil's work and rate of progress over time
- Discussions with the teacher
- Checklists
- Discussions with the child

It is worth remembering that **gifted** pupils can be:

- Good all-rounders
- High achievers in one area
- Of high ability but with low motivation
- Of good verbal ability but poor writing skills
- Very **able** but with a short attention span
- Very **able** with poor social skills
- Keen to disguise their abilities (Professor Deborah Eyre, 1973)

Everyone in school has a responsibility to recognise and value pupils' abilities. We are aware that:

- Unnecessary repetition of work is de-motivating and de-motivated pupils will not always demonstrate potential
- There is sometimes peer pressure to under-achieve
- **Gifted** pupils are not always easier to reach than other pupils
- **Gifted** pupils sometimes find coping with failure difficult

4. Provision for the gifted and talented

There are three recognised opportunities for developing appropriate provision for **gifted** and **talented** pupils, which are evident in good classroom differentiation and high expectations of staff:

- Enrichment – providing extra materials at a deeper or more complex level, or providing challenging questions, which help further pupils understanding of a topic or subject or by more open ended project work
- Extension – this enables pupils to move through the curriculum at a faster rate as core work is compressed or even missed out. Higher order thinking skills are encouraged as are higher degrees of independent and self-directed learning.
- Acceleration – when a pupil is moved to work with older pupils or the work of older pupils is taken and used in a class of younger pupils. This needs careful consideration by the class teacher as there are implications for a pupil's developing social skills as well as assessment and planning.

Our provision is enhanced by:

- School clubs
- School councils
- Enrichment opportunities
- Opportunities for performance
- Visiting experts – e.g. artists
- Specialist teaching
- Partnerships with secondary schools
- Development of thinking and problem solving skills
- Teaching for a range of learning styles

5. Monitoring, Assessment and Recording

Clear assessment procedures and records and communication between teachers as pupils transfer between classes aids monitoring of pupils' progress.

6. Communication with Parents

Parents will be informed as and when appropriate that their child is on the **able**, **gifted** and **talented** register. It is likely that this will be mentioned at Parents' evening. The **policy** is available for viewing in the school's policy folder and parents may have a copy on request.

7. The Co-ordinator's Role

- To lead the development, implementation, monitoring and evaluation of the school's **policy** for identifying its **gifted** and **talented** pupils and offer support on a teaching programme for them if appropriate.
- To maintain the **able, gifted and talented** register.
- To identify and undertake related staff development and update school staff.
- To act as a 'champion' for **gifted** and **talented** pupils by creating and sustaining positive attitudes towards them.

8. Process for Review and Development

Teacher assessments are monitored by class teachers and the Head Teacher and Assessment Coordinator so that possible **gifted** and **talented** pupils can be identified. The school is to maintain a register for G & T and to ensure that appropriate records are being kept.

This policy will be reviewed biannually or in accordance with national and local changes.