



Newby and Scalby Primary School

(An Academy within Scalby Learning Trust)

Academy Policy

Able, Gifted and Talented Pupils Policy

Approver: SLT
Review Cycle: Triennial

Revision History			
Date	Version	Short Description of Changes	Approved by:
5 th October 2015	1.01	Redefinition of able children to reflect revised national curriculum and removal of reference to NYCC CAMAS (Version 1.01)	SLT
May 2017		Re-aligned with revised National Curriculum and School's assessment system	SLT
Oct 2018	1.02	No changes	HT
Feb 2020	1.03	GDPR section added	HT

Providing For Able, Gifted and Talented Pupils at Newby & Scalby Primary School

What do we mean by “Able, Gifted and Talented” pupils?

The DFES guidelines state that:

- Able children are those for whom differentiation of objectives to beyond the expected level of the national curriculum for their year group is required in order to meet their needs.
- `Gifted and talented pupils are those pupils who achieve, or who have the ability to achieve, at a level significantly in advance of the average for their year group.`
- Gifted children are defined as those who exhibit high ability across one or more academic subject areas.
- Talented children are those who excel in a specific area: either socially – in terms of leadership – or in sport, the performing arts or design and technology.
- Gifted and talented children are those who exhibit all round ability, across a wide variety of subjects.

What we will do to meet the needs of able, gifted and talented pupils.

Able, gifted and talented pupils will receive a curriculum that caters for their individual needs and enables them to develop their strengths, in an ethos where diversity is both recognised and celebrated. They will be challenged within the classroom through extending their thinking, knowledge and skills.

The principles on which this policy is based.

- All children will experience a broad and balanced curriculum that is also appropriate to their individual needs and abilities.
- Children will be given opportunities to show their real abilities, so that there are no `artificial ceilings` on achievement. Strategies for extending and challenging pupils` thinking will be built into the planning for all classes.
- We will use a range of identification methods including assessment data, observations, teachers` professional judgements, parental information and peer judgements.
- Able, gifted and talented children, like their peers, learn best when they are actively and enthusiastically involved in the learning process and working to individually negotiated targets.
- All children have the right to be children, and to enjoy their leisure. Children`s social well being and their level of emotional maturity are key factors in the development of the individual; these will be taken into account when considering issues such as acceleration, or withdrawal from the mainstream curriculum.
- Able, gifted and talented pupils, and their peers, need to understand the purposes of their learning and should be involved in the assessment processes. Analytical dialogue about learning helps the more able child to reflect on the ways in which he or she thinks and learns (metacognition). He or she will then be able to apply new knowledge, skills and understanding to different contexts.
- Able, gifted and talented pupils should be given opportunities to learn from mistakes, to understand that there is not always a right or wrong answer, and to see perceived `failure` as a part of the learning process.
- Self esteem is fundamental to successful learning for all pupils. Individual pupils must be genuinely valued for themselves, as well as for their achievements.

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- Communication with parents will be of paramount importance when addressing the needs of a pupil identified as able, gifted or talented.

As an important aspect of inclusion, we will:

- Raise awareness amongst all school staff of the needs of able, gifted and talented pupils through appropriate professional development opportunities.
- Develop procedures for the identification of able, gifted and talented pupils across the curriculum in line with the above principles.
- Develop and share strategies for challenging and supporting these pupils within and outside the curriculum.
- Access sources of support for able, gifted and talented pupils,
- Monitor the impact of this policy through regular presentation of evidence of its impact to the Governing Body.
- Signpost Gifted and Talented pupils to provision beyond the school curriculum to further develop their range of learning opportunities.

The named co-ordinator is the Inclusion Manager who will maintain a record of children identified as Gifted and Talented along with any IEPs.

Assessment

Staff will maintain assessment records in line with the school’s Teaching, Learning and Assessment Policy.

Evaluation and Monitoring

A member of the management team will be responsible for monitoring the identified pupils. This will be supported by other staff. Feedback will be given to individual teachers and to the whole staff as necessary. Governors will be informed of the results of monitoring exercises. All findings will be used to inform future planning.

Equal Opportunities

Please see Inclusion Policy.

The School will adhere to the Data Protection Principles and other legislative requirements set out in the Data Protection Act 2018, General Data Protection Regulation, and related information governance legislation.