

Miss Sian Turnbull is the co-ordinator responsible for Academically More Able, Gifted and Talented.

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The named Governors responsible for Academically More Able, Gifted and Talented are Mrs Andrea Beard and Miss Sian Turnbull.

Introduction

At Rodings Primary School we believe in providing the best possible provision for pupils of all abilities. Children deserve an education that challenges and motivates them to achieve their full potential and become independent learners. We plan our teaching and learning so that each child can aspire to the highest level of personal achievement. The purpose of this policy is to help to ensure that we recognise and support the needs of those children in our school who have been identified as 'Academically More Able', 'gifted' and 'talented' according to national guidelines.

In the National guidelines, the terms are distinguished as follows:

- 'gifted' refers to a child who has a broad range of achievements at a level well above average, typically in the more academic subjects;
- 'talented' refers to a child who excels in one or more specific fields, typically those that call for performance skills, such as sport or music but who does not necessarily perform at a high level across all areas of learning.

In Rodings Primary School:

- 'academically more able' refers to children that achieved 'exceeding' across the board in Reading Writing and Maths in Foundation Stage,
- Or level 3 across the board at KS1 assessments.

In National policies and documentation 'academically more able' children may also be referred to as 'able', 'more able' or 'higher achievers'.

Provision will be made for these children within the normal class teaching, but sometimes we will provide enrichment or extension activities to promote their skills and talents still further.

Aims and objective

As a school working together our aims are:

- To provide a challenging curriculum, which is broad and balanced, appropriate to the needs of the child and which promotes the spiritual, moral, cultural, social and emotional development of pupils within the school.
- To encourage individuals to develop inquiring minds, self-esteem, self-discipline and positive attitudes which enable them to reach their full potential.
- To support all aspects of every child's achievement, seeking to ensure that such achievement is valued.
- To create a safe, positive and supportive atmosphere where every individual, is a valued member of our school.
- To have high expectations of behaviour, attitude and personal endeavour.
- To equip each child with the skills they need in preparation for life in a fast changing world.

Identification of more able, gifted and talented children

The school uses a range of strategies to identify academically more able, gifted and talented children. The identification process is ongoing, and begins when the child joins our school. We liaise with pre-schools to obtain details of achievements and interests in particular areas. Discussions with parents and carers enable us to add further details to these records.

Children undergo baseline assessment within the first half-term of joining our reception class. This gives information about their developing skills and aptitudes across several areas of learning. We report each child's Foundation Stage profile to the parents and use this information when planning for individual needs. We also liaise with local pre-schools to identify children who could possibly be classed as academically more able, gifted and talented.

As the children progress through the school, we assess them regularly to ensure that they are making the sort of progress that we are expecting of them in their personal targets.

The children take national tests in Year 2 and Year 6, plus other assessments during Year 3, 4 and 5. Teachers also make regular assessments of each child's progress in all subjects of the National Curriculum. We compare the information from these tests with a range of national and Essex County Council data, in order to ensure that each child is making appropriate progress.

Each teacher regularly reviews the children's progress and this is recorded on pupil tracking grids. Teachers also have regular 'pupil progress' meetings with the Headteacher to discuss individual children. Teachers discuss the children's progress with parents and carers at the Autumn and Spring Term consultation evenings and report annually on each child's progress in July.

Aptitudes in English and Mathematics

Gifted children in English are identified when they:

- Demonstrate relatively high-level of fluency and originality in their conversation;
- Use research skills more effectively to synthesise information;
- Enjoy reading, and responds to a range of texts at a more advanced level;
- Use a wider vocabulary and enjoy working with words;
- See issues from a broader range of perspective;
- Use more advanced skills when engaged in discussion.

Gifted children in Mathematics are identified when they:

- Explore a broader range of strategies for solving a problem;
- Are more curious when working with numbers and investigating problems;
- See solutions more quickly, without needing to try all the options;
- Look beyond the question in order to hypothesise and explain;
- Work more flexibly and establish their own strategies;
- Enjoy manipulating numbers.

Teaching and Learning

Our teachers plan carefully to meet the learning needs of all our children. We give all children the opportunity to show what they know, understand and can do and we achieve this in a variety of ways when planning for children's learning, such as by providing:

- A common activity that allows the children to respond at their own levels;
- Chilli challenges to extend those of higher ability;
- An enrichment activity that broadens a child's learning in a particular skill or knowledge area;
- An individual activity within a common theme that reflects a greater depth of understanding and higher level of attainment;

- The opportunity for children to progress through their work at their own rate of learning.

Children are familiarised with a variety of organisational strategies as they move through the school. These strategies can be used by all children, but give due scope to higher achievers.

Rodings Primary School offers a range of extra-curricular activities for our children. These activities offer able children the opportunity to further extend their learning in a range of activities. Opportunities include a range of clubs including a range of sports, music and art.

The children will also have the opportunity to experience a range of educational visits that further enrich and develop learning.

Management Strategies

There is a nominated member of staff, Miss Sian Turnbull, who coordinates the provision and practice within the school for academically more able, gifted and talented children. The coordinator's role includes:

- Running a register of more able, gifted and talented pupils, and keeping it up to date;
- Supporting staff in the identification of these children;
- Monitoring teachers' planning to ensure that suitable tasks and activities are being undertaken across the curriculum areas by the more able children;
- Regularly reviewing the teaching arrangements for these particular children;
- Providing advice and support to staff on teaching and learning strategies;
- Monitoring their progress through termly discussions with teachers;
- Liaising with parents and carers, governors and LA officers on related issues.

Monitoring and review

There are two designated governors, Mrs Andrea Beard and Miss Sian Turnbull, with responsibility for academically more able, gifted and talented. They will monitor the schools provision for academically more able, gifted and talented pupils. Andrea will work with the school's academically more able, gifted and talented coordinator, Miss Sian Turnbull, in support of the school's efforts to help these pupils to reach their full potential.

The coordinator for provision for more able, gifted and talented pupils provides feedback to the governing body on an annual basis. The monitoring includes feedback

from parents/carers, through parent consultation and children, as well as regular classroom observations of teaching and learning, and termly evaluations of children's written work.

The coordinator collects samples of work from the higher achievers, in order to demonstrate the standards that they are achieving. We use these samples to inform the process of identifying able, gifted and talented children.

An 'Annual review' will take place each year with a selection of the children on the Academically More Able, Gifted and Talented list to identify how they feel their learning has progressed and what barriers stop them from developing further.