

Abbey Academies Trust



Every Child Matters

POLICY

For

Able and Talented

Amended

September 2016	September 2021	
Spring 2019		
September 2020		

Every Child Matters within a loving and caring Christian environment

Rationale

At Abbey Academies Trust (AAT), we aim to help our pupils to become self motivated, persevering children, with lively enquiring minds, who know not only a body of knowledge, but also how to learn. We endeavour always to strive for excellence whilst caring for all.

We believe that by supporting the able and talented we will provide an inclusive environment, within which all children can achieve their 'personal greatness'.

This policy was formulated by discussion between staff and is designed to:

- Reflect the aims of our Trust
- To enhance and complement existing policies (This policy should be read in conjunction with our Learning, Teaching and Curriculum policy and our Marking and Feedback policy)

'And endurance produces character, and character produces hope'
Romans 5:4

Aims and Objectives

Through provision for and inclusion of able and talented children we will:

- Enable pupils to become happy, secure and enthusiastic life long learners and achieve their personal greatness.
- Make children the centre of everything we do, where they are challenged through a broad and balanced curriculum.
- Develop an inclusive environment and school ethos where individual needs are respected and diversity celebrated.
- Provide learning and teaching strategies which encourage and motivate pupils.
- Encourage and support pupils to persevere, succeed and achieve their full potential.
- Promote creativity and enjoyment throughout all areas of the curriculum.
- Inspire pupils to have the courage to overcome challenges.

'But overhearing what they said, Jesus said to the ruler of the synagogue, "Do not fear, only believe."

Mark 5:36

Definition

In every school there are pupils with a range of abilities. In our Trust, Able and Talented is the term applied to those children who are achieving, or have the potential to achieve, at a significant level beyond the rest of their peer group. Using the term 'highly able' can help in the identification of a child with particular strengths which staff should be aware of and cater for.

Able: describes pupils who have the ability to excel academically in one or more subjects such as English, maths and science.

Talented: describes pupils who have the ability to excel in practical skills such as sport, art and drama. Some of these learners may well follow a vocational training pathway to accreditation and employment.

Gifted: Gifted children are those who have an innate gift in one or more 'ability' or 'talent'. Gifted children represent a tiny minority of children nationwide (perhaps 1 in 100,000). It is recognised that many teachers will never teach a truly 'gifted' child.

'Now there are varieties of gifts, but the same Spirit; and there are varieties of service, but the same Lord; and there are varieties of activities, but it is the same God who empowers them all in everyone.'

1 Corinthians 12:4-6

Identification

We recognise that the identification process of able, talented and gifted pupils should be a continuous, whole-school process. We will make use of both quantitative and qualitative assessments, including prior attainment and rate of progress at any point in a child's school career.

In our Trust we use various identification methods to decide if a child should be placed on our able and talented register such as:

- Test results and evidence from former school (if appropriate)
- Ongoing teacher assessment and nomination
- Observation
- Identification 'hotspots'
- Discussion between staff, parents and children
- Self, parental and/or peer nomination

There is a continual review process throughout the year however at each formal assessment stage staff will be asked to review the Able and Talented register.

Able and Talented Register

The identification process will lead to children being placed on the Able and Talented register. Registers will be monitored by the SLT and held in cohort folders. Registers, together with the school's tracking system, will monitor and track the progress of able and talented children as they move through the school. Registers will be updated when necessary and reviewed three times a year. Since relative ability changes over time pupils should move on and off the register as appropriate, though such movement might be expected to reduce with age.

Key Stage One

An informal register will be kept as described above. This will enable staff to monitor a child's progression.

Key Stage Two

A formal register will be kept as described above and reviewed at least 3 times a year. Transition between Year Groups will ensure that provision is maintained and provided for able and talented children to ensure continuity and progression in curriculum provision. Parents/carers are also welcomed to discuss the development of pupils' placed on the formal able and talented register and the provision that is being provided.

Provision

In our Trust we will cater for the needs of able and talented children both within and outside of the classroom.

Pupils are catered for through:

- enrichment we provide challenges for the able and talented child, which go more *deeply* into a particular topic or concept.
- a wide variety of extracurricular activities where all children are able to attend but those with a particular talent are encouraged (for example choir, drama, a wide variety of sporting clubs, and out of school competitions, chess, ICT)
- participation in whole school activities such as school productions and fund raising.
- opportunities to develop their particular skills with like children in other local schools.
- opportunities for children with specific musical talents to be taught by specialist teachers
- providing parents/carers and children with appropriate advice regarding possible out of school provision for able and talented e.g. NACE, summer schools etc)
- extension which is provided for able and talented children through differentiation which runs alongside the normal curriculum
- target groups are identified and catered for within the classroom
- a range of resources to accommodate the needs of able and talented pupils
- celebrating success and creating a climate within school where children feel able to show their full potential in one or more areas
- supporting pupils' spiritual development by providing opportunities for in depth discussions in Religious Education by 'digging deeper' spiritually and philosophically

Each child on the able and talented register will be considered individually when we decide on the most appropriate provision. Classroom extension may be considered appropriate.

'I can do all things through him who strengthens me.'

Philippians 4:13

As a RRS (Rights Respecting School – UNICEF) this upholds the following articles from the UNCRC (United Nations Convention on the Rights of the Child):

UNICEF Article 29: Every child has the right to be the best they can.

Article 28: Every child has the right to an education.

Article 15: Every child has the right to join clubs and groups.

Policy Reviewed: September 2021

Next Review: September 2022