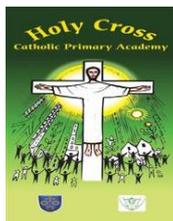


HOLY CROSS CATHOLIC PRIMARY SCHOOL



Able, Gifted and Talented Childs Policy

Mission Statement

Holy Cross Catholic Primary School is where Christ is the centre of our lives, our learning and friendships, in a safe, happy and caring community where all are welcome.

Rationale & Philosophy

We recognise that all children are individuals with their own strengths, gifts and talents. That there are children who are more able intellectually than others, and children who are particularly talented in certain specific areas of ability.

We believe that every child has the right to be included in a broad, balanced and relevant curriculum, that each child is entitled to an opportunity to be inspired by an education which challenges, motivates and rewards them, so that they can each fulfil their individual potential.

Definition of a Highly Able Child

The term "highly able" in our school refers to the ability range in any of the following areas:

- general intellectual ability
- specific aptitude in one or more subjects
- creative or performing arts
- psycho-motor ability
- leadership qualities
- advanced social skills.

Children performing above exceeding range will be termed gifted, and will only account for a very small percentage of childs.

Identification

There is no single measurement with which to identify highly able children due to their individuality. In this school we use a combination of the following sources of information:

- teacher observation and assessment
- checklists of characteristics
- testing: such as SATs, reading tests
- childs profiles using examples of outstanding work and insights from childs
- background knowledge from parents and past teachers.

Aims

Having identified our highly able children we aim to provide:

- entitlement to appropriate education for each individual
- the opportunity to work at higher cognitive levels
- the opportunity to develop and apply specific skills or talents
- the opportunity to experience a broader, richer curriculum
- support and care for the whole child both socially and intellectually
- Recognise, praise and reward achievements, gifts and talents across the school and curriculum

Monitoring

Once identified the children are entered in our register of highly able children, which notes their particular abilities. This is kept both centrally and in the child's personal file, so that all teachers are aware of his/her needs. Assessment is ongoing to ensure access to an inspiring, challenging and appropriate curriculum; bearing in mind the needs of the 'whole child'.

Co-Ordination

The Phase Leaders, Inclusion Manager, Head Teacher and Deputy Head are responsible for co-ordinating the work with highly able children. The Co-ordinator's role is to:

- set up and maintain the register
- monitor progress of those on the register
- liaise with class teachers to support provision for highly able children
- maintain links with outside agencies who can provide experiences for gifted or talented children
- research resources suitable for these children, and generally support staff in providing for highly able children
- develop a resource base as funds allow
- keep up to date with development in this field.

Provision

It is the responsibility of the Class Teacher to ensure that provision is in place for children who have been identified and to gather evidence of work. The provision in place depends on the individual learning needs of the child/ren. The following strategies will be applied as appropriate:

- Flexible grouping - so that highly able children can, from time to time, work together with others of similar ability (peer coaching), this will include working with older children where suitable
- Provision of a broad, balanced and challenging curriculum which inspires the children, draws upon and develops individual talents, whilst nurturing the whole child.
- Attendance at off-site experiences to develop and enhance learning and support passion for learning.
- Attendance at St Marks to develop joint practices and procedures to support children.

In-class strategies

- Teachers provide enrichment and extension opportunities for these children as part of their planned differentiation
- This applies also to homework tasks
- Highly able children are challenged with subject areas.
- Teachers and TAs make use of higher order questioning to develop learning experiences.
- Regular assessment informs learning needs and planning.
- All children have access to an area in class where resources which enrich and develop learning are available.

Out of class activities

The school offers a variety of clubs providing opportunities and experiences not available in the classroom. This includes links with other organisations.

Partnership with parents

The school works closely with children's parents to ensure holistic support is in place and that achievements are recognised and supported positively. Parents support the school regarding off site visits. Regular meetings between staff and parents take place to agree expectations and targets.

Updated July 2018.

Review ready for Autumn 2021.

Inclusion Manager. (JB)