

'Most Able', 'Gifted' and 'Talented' Pupils Policy

Belonging, Believing, Building a future

It is our mission for everyone to experience the joy of God's love in their lives as part of St Peter's family through trust and friendships. We aim for everyone to be nurtured and to grow in peace, hope and understanding of God, themselves and one another in order to achieve and live fulfilled lives.

"May the God of hope fill you with all joy and peace in believing, so that you overflow with hope by the power of the Holy Spirit"
(Romans 15:13)

Our school's definition

- 'Most able' are pupils with higher ability in relation to the other pupils in the class ie the top 25% of the class
- 'Gifted' are pupils with exceptional academic ability, in the top 2% nationally
- 'Talented' pupils with a special ability in the Arts or Sports
- At St Peter's we also recognise high ability in personal and social skills e.g. in leadership

Aims

- To provide a curriculum that is appropriate for the needs and abilities of all our pupils
- To plan our teaching and learning in a way that enables each child to reach their highest potential
- To recognise and support the needs of those pupils that have been identified as 'more able', 'gifted' or 'talented'
- To provide appropriate support for parents
- To make links with external agencies that may help in the development of recognised children

Identification and Assessment

It is expected that a child will be identified by their class teacher or, in the case of extra-curricular activities, by a parent or other adult. Evidence of particular skills may need to be confirmed by a subject specialist or advisor outside the school.

Evidence may include:

- Information from previous settings
- Teacher and/or Coach observations
- Discussions with pupils or parents
- Self and peer assessment
- Consultation with outside agencies and specialists
- Teacher assessments

Teachers who identify specific children operating within the top 2% of pupils nationally will inform the Most Able, Gifted and Talented Co-ordinator, SENCo and Headteacher.

The Gifted and Talented Co-ordinator is responsible for the provision and practice within the school for Gifted and Talented children. When a child has been identified as being 'Most Able/Gifted and Talented' the Co-ordinator will place these children's names on the Additional Needs register. This register is reviewed three times a year by the class teacher and Gifted and Talented Co-ordinator.

Classroom Provision

At St Peter's Infants' School we offer a carefully structured learning environment in which the contribution made by all pupils is valued, differences are acknowledged and celebrated and where enthusiasm for learning is fostered.

A range of strategies are used to achieve our aims that include:

- Activities that allow children to respond at their own level
- Group work using friendship, ability and mixed ability groups
- Enrichment activities, visitors to the school and school trips, investigation work, extension work, open-ended tasks and questions
- Differentiation- the careful matching of tasks to the ability of individuals
- Challenges- to achieve curriculum targets, to enter external competitions etc.
- Problem solving and investigative work to develop reasoning, thinking and social skills
- Encouragement of the pupil to be involved in the setting of their own work targets to enable them to monitor their own pace of work and achievements and so begin to take some responsibility for their work and learning.

Parents

The school will support the parents of most able, gifted and talented pupils through open communication of information about their child's progress and strategies adopted to promote that progress.

Equality

This policy operates within the context of the school's Equality policy.