

## HADDENHAM COMMUNITY JUNIOR SCHOOL

### POLICY FOR ABLE, GIFTED AND TALENTED CHILDREN

#### **Rationale**

At HCJS we believe that every pupil is entitled to a broad and balanced curriculum, experiencing a range of teaching strategies and classroom organisation. To meet the particular needs of the able, gifted and talented child we aim to include additional enrichment and enhancement in all curriculum areas.

Haddenham Community Junior School is a school for the 7-11 age group, where, on average, a fifth of the children score more than 120 on standardised tests. It is reasonable to assume that a proportion of these very able children will be within the extremely able group.

It is important that provision be made available for children so that they can develop their specific skills and talents.

#### **Equal Opportunities**

Haddenham Community Junior School is committed to a policy of equal opportunity for all pupils. The curriculum is delivered with the needs of all individuals and groups of children in mind.

#### **School Aims**

To provide the most appropriate education for more able children, taking account of their individual strengths, in order for them to reach their full potential.

To maintain progression and continuity through liaison within the First School, with the parents, and on transfer to the Junior School and Secondary Schools.

To ensure that the individual child feels secure within the class and the school environment, and that she/he is able to undertake specific tasks and make valid contributions without being made to feel isolated.

To foster a positive ethos where achievement is highly valued.

## Definitions

At HCJS we recognise; Able children as those who achieve well above average National Curriculum levels across the board, Gifted children as those who are high achievers in a particular curricular area such as maths or science, and Talented children as those who have specific skills in areas such as music or sport.

## General Overall Approach

The school offers a wide and stimulating curriculum and there is always opportunity for children to extend themselves by using the library and taking their work home. The school has a homework policy.

In all four years in the school, more able children are taught Maths in accelerator groups. In year 6 they are also taught Literacy in accelerator groups. Such grouping gives teachers the opportunity to ensure that children are working to their ability and to give groups of similar ability children challenging activities.

## Identification

Pupils may show ability through:

- ❖ Physical talent
- ❖ Artistic talent
- ❖ Mechanical ingenuity
- ❖ Leadership
- ❖ High intelligence
- ❖ Creativity
- ❖ Interpersonal skills

Pupils are identified in a variety of ways

- On entry to the school in Year 3. Parents are invited to nominate their child for inclusion on the Able, Gifted and Talented register. We ask parents to consider skills concerned with leadership, physical ability and music.
- Through a variety of internal tests - including VR, spelling, reading, writing and numeracy. Some of these tests are administered termly, some annually.
- Through National Competitions such as the Primary Maths Challenge.
- Through external tests such as KS1 and 2 SATs
- Through classroom observation
- Through termly checklists covering all curriculum areas.

## **Assessment and Monitoring**

The children are given NFER tests in each year and these tests can be used to identify and confirm more able children. Spelling and reading tests are administered. The school's assessment policy will provide more information. The teachers appreciate that a child may be gifted in other areas rather than just the academic. Their talents may be physical, artistic, mechanical, and creative or they may be good leaders.

## **Organisation**

Each class teacher keeps a register of able, gifted and talented children in the class. This is filled in or amended by the class teacher and a copy sent to the Assessment coordinator.

Tracking records highlight these children and enable staff to maintain awareness of achievement. Tracking records are updated termly.

Training for staff is organised by the CPD coordinator. This may take the form of visiting guest speakers or a training course for an individual teacher which is cascaded to the rest of the staff. Curriculum coordinators have responsibility for researching creative and open ended tasks through which the national curriculum objectives can be delivered, and passing them on to staff.

## **Classroom Approach**

Each teacher will be aware of the able, gifted and talented children in the class and it is his or her responsibility to prepare activities for the children. Each teacher prepares work for children at different levels ability, which is called differentiation. Differentiated work for these children will include enrichment, extension and homework.

## **Out of Class Activities**

Visits are arranged that will give all children an additional insight into their work and it is anticipated that some parents will follow-up with some of the children. The school has a successful Music Department. About a quarter of children have musical instrumental lessons from peripatetic teachers from the Aylesbury Music Centre. There are recorder groups, a school orchestra and choir. The orchestra and choir take part in recitals and the children are encouraged to take part as soloists or in ensembles in assemblies and evening concerts to parents and friends. At present peripatetic teachers give tuition in violin, 'cello, guitar, drum kit, brass (trumpet, trombone and horn) and woodwind (flute, clarinet, and saxophone).

Extra curricular clubs are held at lunch times and after school and offer challenge in a variety of sports as well as activities such as chess, construction, computers, board games and latin.

### **Co-ordinating and Monitoring Progress**

The school has a teacher who has responsibility for Assessment, Monitoring and Recording and she cooperates with teachers to develop the policy. This co-ordinator oversees the updating of the tracking records and may identify areas of concern in the progress of able, gifted and talented pupils. The co-ordinator will also help to provide an enriched and stimulating curriculum.

It is the class teacher's role to monitor the progress of individuals using tracking sheets and to identify potentially gifted children.

It is important that able children who are underachieving are recognised and issues addressed.

## The Teacher's Role

To show:

1. Agreement about the higher level skills we want able children to acquire.
2. High teacher expectation.
3. Clear outcomes both for task generally and for more able.
4. Variety in types and nature of activities.
5. A teacher pupil relationship which encourages questions, personal reflection and the formulation of personal opinions.
6. Balance between structure and opportunities for independence.
7. Planned extension in all activities.

## The Teacher's Challenge

To encourage children to:-

1. Plan, do, review.
2. Work from a difficult text.
3. Work from a variety of texts.
4. Record in an unusual way.
5. Role play.
6. Investigate and problem solve.
7. Provide choice in how to handle content.
8. Make decisions
9. Attempt questions set with no correct answer.
10. Provide answers for questions they set themselves.
11. Work from one text or artifact.
12. Tap higher level mental processes - analysis, evaluation, synthesis.
13. Undertake time restricted activities.

Bibliography - QCA Working with gifted and talented Children

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