



THE CATHEDRAL SCHOOL
OF ST. SAVIOUR AND ST. MARY OVERIE

G & T Policy

Policy for Able, Gifted and Talented Learners

In Cathedral Primary school we aim to enable every learner to reach and achieve their full potential. We aspire to provide a curriculum and culture that is appropriate to the needs and abilities of all learners. We aspire to ensure every learner experiences excellence and enjoyment at their level. This policy helps to ensure that we recognise and support the needs of those learners in our school who have been identified as gifted or talented according to national guidelines.

Definitions

At Cathedral School the term 'gifted' refers to a learner who is academically high achieving. They may have a broad range of areas in which they are very able. Gifted learners often have well developed thinking and learning skills.

In National Curriculum terms we recognise this as operating at more than one whole level above age-expected levels for the learner's age, in a core curriculum area.

The term 'talented' often refers to a learner who shows a more specific ability such as a talent in sport, music, art or design. A talented learner might not be highly achieving across all areas of learning.

In National Curriculum terms we recognise this as operating at more than one whole level or more above age-expected levels for the learner's age, in that specific area.

In Cathedral School we also use the terms 'very able' and 'more able'; about 10 per cent of learners in the school will be considered 'more able' and from that the top 2 per cent will be 'very able' (i.e. outstanding in one or more areas of the curriculum).

Aims and Objectives

- Through this policy we aim to:
- Enable learners to develop to their full potential
- Ensure that we recognise and support the needs of all our learners.
- Offer opportunities for learners to generate their own learning.
- Ensure that learners are challenged and extended through the work we set them.
- Enable learners to develop thinking and learning skills and become aware of their own learning.
- Encourage learners to think and work independently

Equal Opportunities and Inclusion

We respect the rights of all learners in our school, irrespective of differences in ability, to access a number of areas of learning, and to develop the knowledge, skills, understanding and attitudes that are necessary for their self-fulfilment and eventual development into active and responsible adults.

The mission statement of our school talks of valuing the individuality of all our learners. The aims of our school make specific reference to teaching and learning that takes into account the needs of all learners. They also identify the commitment to giving all our learners every opportunity to achieve the highest of standards. This policy guides the way in which this happens for our more able, gifted and talented learners.

Identification

There are a variety of ways and strategies that we employ to identify Able, Gifted and Talented learners. The identification process begins as a learner joins Cathedral School and is ongoing throughout the learner's time at the school. Identified

learners are placed on the Gifted and Talented register and reviewed annually. Assessment processes provide standardised evidence. This information helps with the identification of Able, Gifted and Talented learners when learners achieve high levels of attainment across the curriculum, or in particular skills or aspects of subjects.

Teacher and Peer Identification and Nomination.

Teacher and peer identification can play an important role in identifying the more able learner as well. Teachers and Peers often have a more rounded and in depth understanding and knowledge of a learner, and although, may not be able to provide such concrete evidence as assessment their identification can be equally as valid.

As a staff we have agreed the following criteria that can be used to help identify Gifted and Talented Learners.

A learner with a gift or talent may:

- Demonstrates a particular flair or strength in one or more areas.
- Shows a particular interest in one or more subjects.
- Has ideas or achievements that are beyond their age.
- Sees things in an alternative way.
- Is willing to question.
- Has multiple intelligences.
- Will work in a logical or systematic way and seek patterns or evidence.
- Is self-driven and motivated, showing an ability to self- extend.
- Shows a greater understanding of and will pick up on subtlety, draws inferences.
- Has a wider use and understanding of vocabulary and concepts.
- Can apply multiple skills.

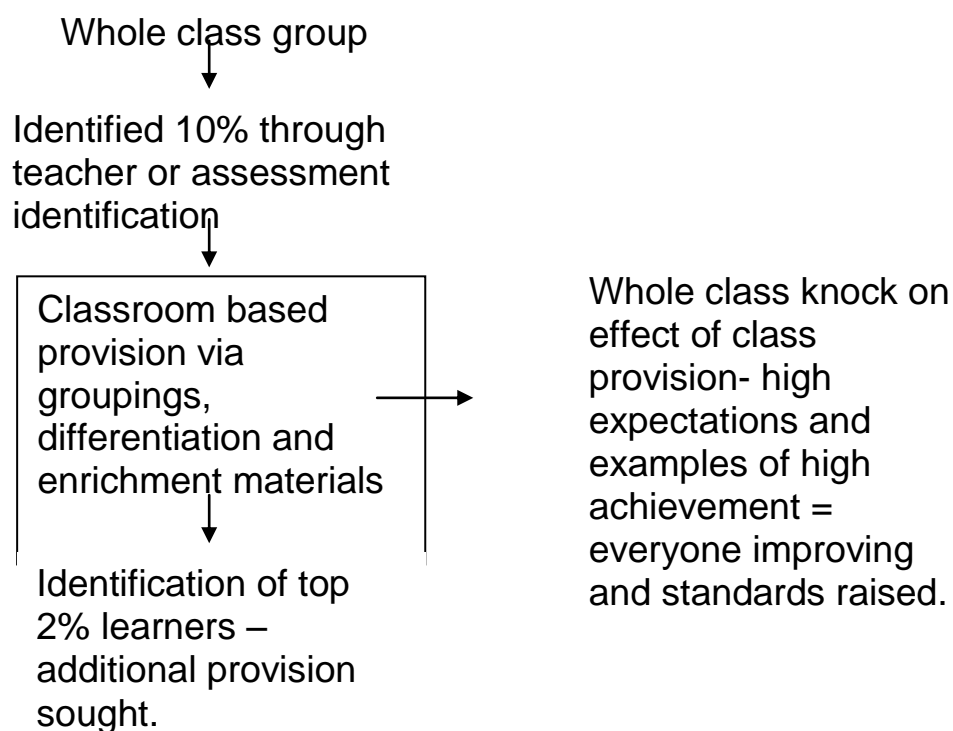
More Able, Gifted or Talented learners in Literacy can be identified when they;
Demonstrate high levels of fluency and originality in their conversation.
Use research skills effectively to synthesise information.
Enjoy reading and respond to a range of texts at an advanced level.
Use a wide vocabulary and enjoy working with words.
See issues from a range of perspectives.
Possess a creative and productive mind and use advanced skills when engaged in discussion.

More Able, Gifted or Talented learners in Numeracy can be identified when they;
Explore a range of strategies for solving a problem.
Are naturally curious when working with numbers and investigating problems.
See solutions quickly without needing to try a range of options.
Look beyond the question in order to hypothesise and explain.
Enjoy manipulating numbers in a variety of ways.
Work flexibly and establish their own strategies.

Provision

In Cathedral School we believe that encouraging and modelling high achievement within the classroom has a positive effect for the whole class and therefore aim to provide much classroom based provision for the more able and very able learner.

Model of Provision:



In Cathedral School all teachers plan carefully to meet the learning needs of all their learners. Teachers plan work that can be differentiated to suit the level of the learner and additional extension or enrichment tasks can be set.

In Numeracy and Literacy learners are ability grouped to allow for focussed group work with the teacher or STA and allow the teacher to set work to appropriately challenge to the group. These groupings are reviewed regularly to ensure learners are making progress and are working at a level suited to their achievements.

Teachers are encouraged to use a range of teaching styles and methods of questioning to develop learners' awareness of their own learning, broaden learners' thinking skills and help learners become more independent learners. Teachers will consider their methods of questioning whilst planning to ensure learners are given opportunities to apply higher order thinking skills.

Learners will be given opportunities to further extend their learning or broaden their learning through a range of activities. These activities can be in class through individual topics and research tasks, homework activities, educational visits and visitors.

In addition to this learners are given opportunities to attend extra- curricular clubs such as sporting and musical clubs, Art academy and ICT club. Where appropriate and when available volunteers, specialist teachers and links with nearby schools will be made to support learners with particular academic needs. If a teacher identifies a learner as having a talent that would be further supported through attending an out of school club the teacher can recommend this to the parent of the learner.

Monitoring and Tracking

A teacher will be nominated as the Gifted and Talented Aspect Leader to co-ordinate the provision and practice within the school.

The Gifted and Talented Aspect Leader:

- Ensures that the Able, Gifted and Talented Register (AGTR) is up to date.
- Reviews and revises this policy in consultation with SLT and teaching staff.
- Supports staff in the identification and teaching provision process for registered learners
- Evaluates planning and provision to ensure suitable tasks and activities are planned for registered learners.
- Works with the SLT to monitor the standards of achievement of the registered learners
- Liaise with parents, governors and LA advisors on issues related to Able, Gifted and Talented learners.
- Keep the professional knowledge of the school current.

Useful Contacts

London Gifted and Talented
130 Shaftesbury Avenue,
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www.londongt.org

National Association for Gifted Learners (NAGC)
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www.standards.dfes.gov.uk/giftedandtalented/

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