



The Blessed Sacrament Catholic Primary School



Able, Gifted and Talented Policy April 2017

At The Blessed Sacrament Catholic Primary School we set a high level of expectation for our children in all areas of school life. A part of this is our belief that all pupils are entitled to receive the support and challenge necessary to help them to develop to their full potential. As a school we recognise the importance of identifying a wide range of abilities and talents, and our role in providing opportunities to nurture these abilities and talents. We are also committed to developing pupils' social and emotional skills as essential elements in the development of them as a whole person.

Definitions

At The Blessed Sacrament Primary School we use the general term “**more able**” to refer to pupils who have the ability or potential to work at a level above that of their peers. This potential or achievement may be in one or more areas of the curriculum or in areas outside of the school curriculum.

Specifically, we identify “**able / more able**” pupils are those who demonstrate ability in academic subjects eg. History, Mathematics or Science. Pupils who we identify as being “**talented**” will have an ability in the areas of music, art or sport. The term “**gifted**” applies to those who demonstrate exceptional ability in one or more area, and these pupils would represent 0.5% of the national population. In our school of 450, this would equate to approximately two pupils.

Aims

- We will use a broad range of qualitative and quantitative data, as well as professional judgement, to identify our more able pupils.
- We will aim to recognise those pupils who may have the potential but currently underachieve.
- We will aim to ensure that all staff receive appropriate support and training in identifying, providing for and supporting our more able pupils.
- We will aim to provide support and challenge in our classrooms, within an ethos of high expectations.
- We will try to ensure that where necessary more able pupils will receive academic or pastoral support to overcome any identified barriers to their learning.
- We will build on and make use of our existing systems of monitoring and assessment to track the progress of the identified more able pupils.
- We will work with parents to help pupils achieve their potential and to be ambitious and aspirational.
- We will aim to provide a range of additional opportunities to develop experiences and learning for our more able pupils.

Roles and Responsibilities

Teachers:

- Teachers will identify more able learners, and the provision for these pupils, within their planning where appropriate.
- Teachers will be flexible with class groupings to accommodate the needs of more able learners readily.
- Class teachers will endeavour to inspire learners and unlock potential by planning and delivering creative and challenging activities.

More Able Leader:

- Undertake monitoring activities as outlined in Monitoring and Evaluation Schedule (and summarised below).
- Complete an annual action plan for More Able to ensure provision constantly moves forward.
- Provide, or organise training which supports staff in ensuring correct provision for More Able learners.
- Offer guidance, support and advice for class teachers to ensure More Able Learners receive the correct provision and make good or better progress.
- Report to Governors annually regarding provision for More Able Learners; giving details of developments, data outcomes and next steps.
- Ensure the More Able Policy is put into practice throughout the school.
- Review the More Able Policy annually and ensure that it reflects current philosophy and practice in school.

Headteacher:

- Ensure that the provision for More Able Learners remains a priority.
- Monitor provision and outcomes for more able learners in professional discussions and pupil progress meetings with class teachers each term.
- Monitor outcomes for more able learners using annual data.

Governors:

- Offer challenge to the Headteacher and More Able Leader through the Curriculum Committee in questioning information presented annually.

Monitoring

- Work scrutiny will be undertaken, in line with the Monitoring and Evaluation Plan, by the SLT and More Able Leader -to ensure that our more able pupils (as set out in this policy) are making appropriate progress and receive appropriate provision.
- Pupil Voice activities, specifically concerning more able learners, will be undertaken at least annually by the More Able Subject Leader and the analysis and outcomes reported to the Governing Body Curriculum Committee in the Summer Term each year.
- Data scrutiny will be undertaken by the Headteacher annually following receipt of Raise online data in the Autumn term.
- The Headteacher will monitor progress of the More Able Action Plan development points annually.

- Lesson observations will include feedback regarding provision for and progress of more able learners within lessons.

Our success with 'more able' pupils is guided by our school ethos. At The Blessed Sacrament Primary we believe every child has gifts and abilities given to them by God. It is the duty of teachers to ensure that all pupils are given sufficient opportunities which enable them to uncover these talents and abilities and achieve their full potential; worthy of celebration, having pride in ourselves and pride in each other. We want our staff to feel confident in offering appropriate levels of challenge for our more able pupils. The success of this policy and its implementation will be measured not only by the academic success and progress our more able children make, but also by the increase in confidence and independence of our more able learners.

Please note that failure to follow, promote and implement school policy and procedure by staff may result in a written management instruction or disciplinary action.

Policy approved: Summer Term 2017 Curriculum Committee

Policy review: Summer Term 2018 Curriculum Committee