



Sutton St James Community Primary School



HIGH ACHIEVING, GIFTED AND TALENTED POLICY

Implementation Date: April 2021

Review Date: April 2023

Headteacher: Claire Willows	
Chair of Governors: Vicki Newton	
Date implemented:	
Date for review:	



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Rationale

Sutton St James Primary School is committed to ensuring that all pupils, including high achieving, gifted and talented pupils, are recognised, supported, inspired and challenged to ensure that they do not underachieve and that they maximise their potential.

We aim to do this by;

- Helping our pupils to develop their skills and abilities, intellectually, emotionally and socially;
- Providing teaching that makes learning challenging, engaging and enables pupils to reach their potential.

We are committed to working for quality and equality of opportunity.

Aims

This policy is intended to support the following aims:

- The raising of aspiration for all pupils, creating a culture of learning, celebrating success and an ethos of self-belief throughout the school
- High expectations of achievement for all students
- Greater enterprise, self-reliance and independence for all students
- Provision of an enriched curriculum that will engage pupils to be excited, challenged, inspired and curious.
- Development and utilisation of partnerships with parents, carers and with experts within the wider community to promote children's learning and development.
- Provision of appropriate CPD for staff to ensure HAGT pupils' needs are met due to good to outstanding teaching and learning.

In the achievement of these aims, we will ensure that all students have opportunities to develop specific skills or talents.

Definitions

A **gifted pupil** is characterised by an ability to work at a pace and at a level 2 or 3 years ahead of his/her peers, showing distinctive behaviours, a questioning mind, creativity and a quick grasp of abstract concepts.

A **talented pupil** is a child with a high or potentially high level of accomplishment in expressive or performing arts or sport.

A **high achieving pupil** is a child who has good ability with a high level of attainment, generally recognised due to their motivation towards academic achievements.

The term 'gifted and talented' is not to be understood as referring to the most able pupils in the national population. The term should be seen as relative and refers to the top 5% to 10% of any class regardless of the ability profile of pupils at the school.

Within the school we recognise that high achieving, gifted and talented pupils can be:

- good all rounders;
- high achievers in one area;
- of high ability but with poor writing skills.

We recognise that those pupils who are high achieving, gifted and talented do not always show their ability. Such pupils are high achieving, gifted and talented even though their abilities may be hidden or remain as potential.

Identification

High achieving, gifted and talented pupils are identified by making judgements based on an analysis of various sources of information including:

- Test scores, data tracking
- Teacher nomination (based on classroom observation, assessments, discussions with pupils, work scrutiny)
- Peer or self nomination
- Parental nomination
- Referral from outside agencies & experts in our community (Sports coaches, etc.)
- Predicted test/ examination results

This information is collated by the gifted and talented coordinator and is made available to all staff. The high achieving, gifted and talented register is regularly reviewed and updated.

Pupils may be added at anytime in the school year if they meet the HAG&T criteria. Inclusion in the HAG&T Register may not be permanent.

Assessment, Recording and Reporting

- SATs results
- In-school subject tests or assessments
- Response to increasing challenge
- Response from external agencies or provided opportunities
- Staff observation

The G&T and H.A. register is updated at the start of each academic year and is monitored throughout the year by the HAG&T co-ordinator.

A register of 'Gifted and Talented' pupils is published annually and updated as necessary within dedicated Staff Meeting time to ensure all staff's input and knowledge is utilised.

Parents and Carers are informed verbally at Parents Evenings, about their child's particular ability, gift or talent.

Organisational and in-class approaches

Important strategies include:

- The coherent management of pupils groupings (whether in mixed ability groups or ability sets) and recognition that whilst there may be a higher concentration of high achieving, gifted and talented pupils in some groups there will be pupils who have gifts and talents in all groups.
- The provision of enrichment/ extension activities and tasks.
- Differentiation within the subject areas.
- The development of independent learning by allowing pupils to organise their own work, to carry out tasks unaided, evaluate their own works and become self critical.
- Use of AfL to increase pupil participation in planning and evaluation.
- Differentiated homework (where applicable)

Effective Provision for HAGT

Staff will aim to provide HAG&T pupils with:

- Opportunities to develop independent learning skills by encouraging pupils to organise their own work, to carry out tasks unaided, evaluate their work and become self-critical.
- Opportunities to be creative, develop higher order thinking skills and develop problem-solving techniques
- Challenging questions to prompt thoughtful and original answers
- Opportunities for pupils to develop personally, socially and emotionally, reflecting on their behaviour, attitude and learning
- Opportunities to develop and extend their particular strength.
- Stimulation and challenge, prompting independent research and learning opportunities.
- The provision of enrichment/extension activities and tasks.
- Mentoring and additional provision for selected pupils of exceptional ability.
- Opportunities for pupils to develop their own creativity and self-esteem through working with peers from within their own school year groups and others.
- Support as the home-school partnership is promoted, celebrated and utilised for learning opportunities.
- Develop motivation and aspirations which enable her or him to take advantage of continuing opportunities for lifelong learning.

Learning that is differentiated:

- By grouping (whether in mixed ability groups, ability sets or mentoring situations.)
- By outcome
- By choice
- By input, different learning and teaching activities, challenge and questioning.
- By pace, with more able, gifted and talented children proceeding at a greater speed.
- By level, using the National Curriculum.

This will be evident in Medium Term Planning and Short Term Planning, where high achieving, gifted and talented children will be identified and their learning needs adressed appropriately.

Out of class activities

The following are offered on a regular basis and, although these benefit all pupils, they are particularly apt for ensuring that pupils who have potential in these areas are given the opportunities to extend their skills.

- Themed weeks
- Residential experience
- School clubs
- Musical and sporting activities
- Enrichment activities
- Inter school meetings and competitions

Co-ordination and monitoring

- To ensure progression, HAG&T pupils' progress will be monitored termly.
- The work of gifted, talented and high achieving pupils will be analysed to inform future planning.
- Assessment will be used to provide evidence for the inclusion of additional pupils in the gifted, talented and high achieving register.
- The Leading Teacher will review the impact of our provision both within and outside the classroom, through work scrutiny, interviews with children and assessment data.
- The Leading Teacher will support other staff members in challenging and meeting the gifted, talented and high achieving pupils' needs.
- To establish regular updates in a Head Teacher Report to the Standards Sub-Committee/ Governing Body.