

Introduction

This policy outlines the school's developing practice and procedures relating to the support of more able and talented pupils.

The policy outlines the ways in which St Wilfrid's

- Recognise that the able and talented 10-15% of pupils require appropriate differentiation.
- Identifies such pupils in our school.
- Will organise the education and teaching of able and talented children.
- Identify teaching and learning strategies to support these pupils.
- Enlist parental support.

Mission Statement

Education in our school should provide for all abilities. Pupils deserve an education that encourages and motivates them to achieve their full potential.

The curriculum and organisation must allow each pupil to learn at a pace that is suitable for them. Opportunities must be offered to enable the more able and talented pupils to develop fully their abilities within the context of the spiritual, moral, social and cultural framework in the school.

Who Are the Able and Talented Pupils?

Most teachers will agree that all pupils in our school have some special abilities and talents. The DfEE suggest that more able and talented pupils are defined as the top

10-15%. These are pupils who have a broad spectrum of high ability when viewed against national norms and would benefit from an effective and planned differentiation programme.

Identification Strategies

Our children at St Wilfrid's are unique and a child's abilities may include the following:

- Intellectual (linguistic, mathematical)
- Creative (scientific, technical)
- Artistic (art, music, drama)

- Practical (technological, “hands on”)
- Physical (sports, dance, movement)
- Social (personal and interpersonal, leadership qualities)

We may find that a pupil will have a range of these abilities and also may be talented in a number of areas. It is important to note here that those studying and researching the more able and talented pupils in schools have stipulated that it is important to recognise that to be able and talented does not just mean to be ‘intellectual’.

Howard Gardner, at Harvard University, has developed a theory of multiple intelligences that considers there to be seven distinct intelligences.

Linguistic	Can speak or write well, learns from reading, writing, listening, researching.
Musical	Able to sing, play, compose music, appreciate music, make up songs, raps, chants, keep rhythm.
Logical Mathematical	Able to reason, calculate, logical, precise, enjoys mental problems.
Spatial	Able to draw, copy, paint, work with images, observant, coloursensitive.
Bodily Kinaesthetic	Able to use hands well, good at physical activity, good dancer, actor, mimic.
Intrapersonal	Thinks a lot, aware of self, can ‘see’ situations clearly, self motivated, honest with self.
Interpersonal	Relates well with others, works well in teams, helps others, can manipulate others, popular, sensitive to others’ reactions.

St Wilfrid's wish to identify a wide range of gifts and talents, and we also wish our identification process to be rigorous and fair to all concerned, including the pupils, parents and the school.

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

We use a range of information and professional assessment will be carried out through a combination of the following:

- Analysis of information from previous schools.
- Hard data such as standardised tests.
- Assessment systems such as level descriptions.
- Teacher assessments.
- Observations of pupils working and scrutiny of work and collection of evidence.
- Discussion with colleagues, including teaching assistants and TEALEEM.
- Discussion with child.
- Discussion with parent or guardian.
- Ongoing assessment using open/differentiated tasks.
- Careful record keeping.
- Use of register of able and talented pupils.

The following statements may help staff at St Wilfrid's to identify their able and talented pupils:

- Unusually high level of motivation and self expression.
- The ability to see alternative solutions.
- Specific intellectual/academic aptitude.
- Shows unusual insights.
- Is inquisitive/sceptical.
- The ability to get to the essentials of the problem.
- Original/imaginative/creative.
- Outstanding ability in artistic, musical or physical aspects of the curriculum.
- Exhibits unusually extroverted/introverted behaviour within a group.

The Role of the Able & Talented Co-ordinator.

Responsibilities include:

- Monitoring early identification – pupils from other schools, new intake etc.
- Arrangements for identification within the school.
- That all staff involved with identified children know of their particular needs and are encouraged to make provision for them.
- Updating colleagues on best practice or new initiatives as they arise.
- The development of extension and enrichment material.
- The monitoring of progress made of individual children.

Organisation

The pupils who have been identified by either staff or parents/guardians as being more able and talented are entered on to the school register. A copy of this register is always made available to all members of staff. The area of the ability is recorded with further reference made to any specific aspect that they have more abilities or talents in.

The parents/guardians are always consulted before a child's name is put on to the register. This will either take place through a meeting or if this is not possible a letter will be sent home.

The register is reviewed three times a year at a meeting of the staff concerned and the progress and targets set for each child is reviewed and evaluated. If a pupil is not reaching their full potential, or has achieved its set targets then new arrangements or new targets will be set, where appropriate.

St Wilfrid's aim to create a culture in which children are encouraged to reach high standards. To support this all pupils, including the able and talented pupils, are encouraged to join the after school science and physical education clubs and take advantage of the music teacher employed by the school.

Teaching and Learning – An Approach to Provision at Classroom Level

The classroom should offer a carefully structured positive atmosphere in which the contribution made by all staff is recognised, differences acknowledged and where enthusiasm for learning is fostered. Teachers should seek to provide tasks that promote problem solving skills associated with clear thinking and a spirit of investigation should be encouraged. Teachers should also demonstrate good questioning techniques.

An inventory of good practice within our school:

- Full class teaching – in an atmosphere of mutual respect where mistakes are accepted as a route to learning.
- Grouping – by social groups, ability groups or mixed aptitude groups.
- Withdrawal – to promote an atmosphere conducive to enquiry, to use specific resources or materials.
- Mentoring – for social skill based needs.
- Enrichment – visiting experts, range of materials and resources, study skills taught directly, investigation work, increased technical language etc.
- Extension – open-ending tasks and questions, deepening understanding of concepts, additional activities based on the basic themes.
- Differentiation – matching tasks and questioning to ability.
- Challenge – introducing elements of competition with older pupils or wider arena from peer group. Also competition against self is important – clear targeting.
- Problem solving and investigation – to deepen reasoning and thinking skills.

The Role of Parents/Guardians

Parents and guardians involvement is encouraged in the child's learning and the school aims to work in full partnership. The pupils are encouraged to share their work and ideas with their parents/guardians during parents evening, visits to the school and at home.

Parents guardians are invited to support their child during the time they are completing set homework and they are encouraged to provide space for them to work and, if possible, additional resources such as reference material.

Pupils with Special Educational Needs and /or Disabilities

The school will:-

- Promote equality of opportunity for disabled people: pupils, staff, parents, carers and other people who use the school or may wish to; and at St. Wilfrid's we aim to build on the distinctive Catholic ethos and success of our school, through our commitment to the Every Child Matters' framework.

“Every pupil with additional needs in this inclusive school has an entitlement to fulfil his/ her optimum potential.

This is achieved by ensuring the well being of all pupils in relation to; being healthy, staying safe, enjoying and achieving, making a positive contribution, and achieving social and economic well-being”

At St. Wilfrid's we are committed to ensuring equality of opportunity for:

- Pupils with disabilities in relation to education and associated services
- Staff with disabilities in relation to employment rights, conditions and opportunities
- All parents and members of the local community with disabilities in relation to additional services offered by, or at our school.

We aim to enable all pupils including those with Additional Educational Needs, Special Educational Needs and/ or disabilities, ethnic minorities to have access to a broad and balanced curriculum by making reasonable adjustments to ensure that no pupil is placed at a substantial disadvantage. The school is committed to promoting equal opportunities for all pupils by making reasonable adjustments and removing barriers in all areas of school life

Equal Opportunities

The school will ensure that it

- Promotes equalising opportunities ensuring that all children and staff can achieve and that these achievements are valued.

Gender

Care will be taken, wherever possible, not to exclude students or staff from activities because of their gender.

The school's gender policy will be made explicit to new members of the school and to parents of all students at the school.