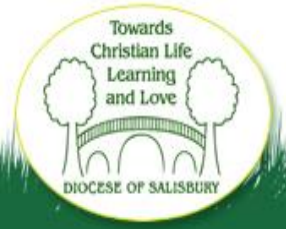


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Woodford Valley C.E Primary Academy



www.woodfordvalley.wilts.sch.uk

Signed

Date November 2023

Review November 2024

**Woodford Valley C E Primary Academy**  
**Able, Gifted and Talented Children Policy**

**This school is committed to creating the ethos in which children can grow towards Christian life, learning and love.**

*And now I give you a new commandment: love one another. As I have loved you, so you must love one another. If you have love for one another, then everyone will know that you are my disciples.”*  
*John 13 34-35*

*To be read in conjunction with all other policies, in particular Whole School Learning Policy and Inclusion.*

## **Introduction**

In Woodford Valley CE Primary Academy, we aim to provide a curriculum that is appropriate to the needs and abilities of all our children. We plan our teaching and learning in such a way that we encourage each child to strive for personal achievement. This policy helps to ensure that we recognise and support the needs of those children in our school who have been identified as ‘able’, ‘gifted’ and ‘talented’ according to national guidelines.

In these guidelines the term ‘gifted’ refers to a child who has a broad range of achievement at a very high level. Those children who are gifted often have very well developed learning skills. The term ‘talented’ refers to a child who excels in one or more specific fields, such as sport or music, but who does not perform at a high level across all areas of learning.

About 10% of our children are 'more able', with a strength in one area or a range of areas. The top 2% of our children are 'talented' or 'gifted' i.e. outstanding in one area or a range of areas. Because of the nature of small schools, this varies according to cohorts.

One of the main aims of our school is to value the individuality of all our children. The aims collectively make specific reference to teaching and learning that takes into account the needs of all children. They also identify the commitment to giving all our children every opportunity to achieve the highest of standards. This policy guides the way in which this happens for our able, gifted and talented children.

### **Intent**

Through this policy we intend to:

- ensure that we recognise and support the needs of our children
- enable children to develop their full potential
- offer children opportunities to generate their own learning
- ensure that we challenge and extend the children through the work that we set them
- encourage children to think and work independently.

### **Identification of able, gifted and talented children**

We use a range of strategies to identify able, gifted and talented children. The identification process is ongoing and begins when the child joins our school. Each child's pre-school record gives details of their achievements and interests in particular areas. Discussions with parents and carers enable us to add further details to these records.

Children undergo baseline assessment within the first half-term of joining our reception class. This gives information about their developing skills and aptitudes across several areas of learning. We discuss each child's baseline assessment information with the parent, and use this information when planning for individual needs.

As the children progress through the school, we test them regularly to ensure that they are making the sort of progress that we are expecting of them in their personal targets. We identify them as able, gifted and talented children when they achieve high levels of attainment across the curriculum, in particular skills or aspects of subjects, and through an assessment of their cognitive or reasoning ability, often revealed through the child's conversation as much as through their written work.

The children undertake national tests in Year 2 and Year 6. Teachers also make regular assessments of each child's progress in core subjects of the National Curriculum. We compare the information from these tests with a

range of national and LA data, in order to ensure that each child is making appropriate progress.

Each teacher regularly reviews the children's progress. Teachers discuss the children's progress with parents at the Parents' Evenings, and report annually on each child's progress in July.

### **Aptitudes in English and Mathematics**

Able, talented and gifted children in English are 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
- use ICT as a tool to enrich their learning.

Able, gifted and talented children in mathematics are 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
- work flexibly and establish their own strategies
- enjoy manipulating numbers in a variety of ways
- are quick to acquire known facts and use them effectively
- use ICT as a tool to enrich their learning.

### **Implementation**

Teachers in our school plan carefully to meet the learning needs of all our children. We give all children the opportunity to show what they know, understand and can do, and we achieve this in a variety of ways when planning for children's learning by providing:

- a common activity that allows the children to respond at their own level
- an enrichment activity that broadens a child's learning in a particular skill or knowledge area
- an individual activity within a common theme that reflects a greater depth of understanding and higher level of attainment

At the top end of Key Stage 2 we liaise with the local secondary schools to further develop and build on learning.

We offer a range of extracurricular activities for our children. These activities offer able, gifted and talented children the opportunity to further extend their learning. Opportunities include a range of sporting and musical clubs and specific residential education.

Learning is also enriched through regular homework activities linked to the work being undertaken in classes.

The children will also have the opportunity to experience a range of educational visits that further enrich and develop learning.

### **Management strategies**

The Head Teacher and TLRs co-ordinate the provision and practice within the school for able, gifted and talented children. The co-ordinators' roles include:

- ensuring that the gifted and talented register is up to date
- monitoring teachers' planning to ensure that suitable tasks and activities are being undertaken by able, gifted and talented children across all curriculum areas
- regularly reviewing the teaching arrangements for able, gifted and talented children
- monitoring the progress of able, gifted and talented children through termly discussions with teachers
- supporting staff in the identification of able, gifted and talented children
- providing advice and support to staff on teaching and learning strategies for able, gifted and talented children
- liaising with parents, governors and LEA officers on issues related to able, gifted and talented children.

The senior management team will monitor this policy on a regular basis and give feedback to the governing body. The monitoring includes feedback from parents and children, as well as regular classroom observations of teaching and learning.