

# William Austin Junior School

## More Able, Gifted and Talented Policy



### Rationale

William Austin Junior School is committed to promoting achievement and encouraging all children to strive for excellence, developing their talents and abilities to the full. Our approach is inclusive, recognising each child's right to a broad and balanced curriculum. We believe that the role of the school is to provide a wide range of challenging learning opportunities that will enable each individual, including those with exceptional abilities, to realise their potential. We have high expectations of all of our pupils. Gifts and talents are recognised, respected and celebrated. Our pupils will develop a commitment to life-long learning, effective thinking skills, independence and the ability to work in a team. Our policy is inclusive and seeks to encourage school-wide excellence amongst all.

### Aims

In accordance with the vision and aims of the school we aim to:

- help pupils develop their personalities, skills and abilities, intellectually, emotionally and socially
- provide teaching which takes account of and provides for individual children's high ability
- strive for excellence in an inclusive environment
- see that all pupils reach their potential in all aspects of the curriculum by ensuring that there is an efficient system of identification, planning, provision and monitoring
- provide a full balanced curriculum that is stimulating, enjoyable, challenging and takes account of the child's individual abilities and talents
- promote parental involvement and partnership in their child's learning
- devise strategies for provision which include both organisational and curricular strategies as part of a differentiated, extended and enriched experience
- continuously improve classroom-based provision and develop appropriate teaching and learning programmes
- develop an understanding of shared responsibility for Gifted and Talented pupils

### Definitions

**Gifted:** Describes pupils who have academic ability in one or more subjects in the statutory curriculum which is significantly higher than average.

**Talented:** Describes pupils who have a particular ability in art and design, music and PE, or in sports or performing arts such as dance and drama.

These definitions should be considered in the context of the pupils attending William Austin Junior School. Since relative ability may change over time, children could move on and off the G&T register when appropriate.

A gifted or talented pupil will show significant ability in one or more of these areas:

- Sports
- Expressive arts including music drama and art
- Academic ability in one or more subjects
- Specific subject ability
- Technical ability including Computing or Design and Technology
- Leadership qualities

### Identification

Our identification of more able, gifted and talented pupils is a continuous whole school process. The identification process is fair and flexible so that it does not discriminate against particular groups or individuals. Teachers and support staff act as 'talent spotters', recognising indicators of outstanding ability as and when they begin to emerge. Pupils are identified in the following ways:

- Through the school's rigorous system of tracking academic ability
- Staff nominations
- Information provided by parents/carers and pupils themselves
- Information provided by transition schools
- Staff observation and discussions
- Testing and tracking of progress

Liaison between teachers, subject coordinators and the gifted and talented coordinator will ensure that children are given the support required to progress. Any child classed by subject coordinators to be gifted or talented will be added to the Gifted and Talented register by the Gifted and Talented Coordinator. The register of identified pupils will be updated annually.

### Provision

The provision offered to our Gifted and Talented pupils is designed to nurture and develop their exceptional abilities. We have specialist teachers for computing and P.E. The school believes in a curriculum of opportunity to answer the needs of all pupils including the Gifted and Talented pupils. Teacher's planning reflects differentiation and suitably challenging work with enrichment and extension activities. These take account of individual needs. The provision will aim to be inclusive. It may involve withdrawal or grouping if that best meets the child's needs.

We will enable Gifted and Talented pupils to achieve their potential by:

- Intervention groups
- Clubs/ extra-curricular activities
- Referrals to outside specialist schemes as and when appropriate
- Having very high expectations of what pupils can achieve
- Creating a rich and stimulating learning environment with many opportunities for enrichment.
- Using variations in pace, learning styles, classroom organisation and pupil activities to create interest and motivation
- Use of questioning and explanation with a choice of activities and tasks
- Developing higher order thinking skills

We have an extensive programme of extra -curricular activities and clubs, run by staff, across a range of subjects and interests. Details of our challenge programme can be found on our website.

### Monitoring, Assessing and Evaluation

Gifted and Talented Co-ordinators will:

- Maintain the Gifted and Talented register and update it on a regular basis
- Track the progress of pupils listed on the gifted and talented register
- Monitor provision, progression and continuity from year to year
- Talk with the pupils to ensure that the provision is challenging and enjoyable
- Liaise with subject coordinators
- Provide appropriate resources and programmes
- Keep staff updated with any developments for gifted and talented pupils
- Liaise with coordinators from feeder schools and high school

### Resources

The school will continue to develop a resource base to enable Gifted and Talented children to have access to a range of enrichment and extension materials which:

- Allow individuality of response
- Encourage creativity and imagination
- Provide differentiated learning challenges
- Satisfy developmental rather than chronological age
- Give a sense of satisfaction and enjoyment – promoting self-esteem and confidence
- Provide opportunities for on-going assessment

Curriculum co-ordinators play a key role in identifying resources for their individual curriculum areas. Where possible, pupils' interests should be used as a vehicle for learning, concentrating on areas of strength. All views of the child and parents are relevant and discussions may help to clarify priorities and help plan the necessary intervention.

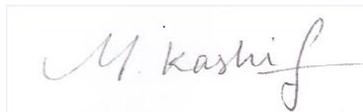
This policy will be monitored and reviewed by the Co-ordinators on an annual basis.

Policy updated: November 2021

Staff responsible: Nazia Chowdhury and Sairah Hussain

This policy was ratified by the Governing Body on: 24<sup>th</sup> November 2021

Signed on behalf of the Governing Body:



(signature)

M. Kashif - Chair of Governors

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