POLICY

For

Able and Talented

Amended

Spring 2019	**September 2022**	**September 2025**
September 2020	**September 2023**	
September 2021	**September 2024**	

Striving for excellence, caring for all
Within a loving and caring Christian environment.

We believe that all members of our school community should be valued, respected and treated as an individual, in accordance with our school vision.

Our vision

We are a community in which everyone is offered the opportunity to fulfil their full potential, to understand themselves and be valued for who they are. Through a stimulating and challenging learning environment, we pursue academic excellence and seek the flourishing of all. This is because we know we are all God's children.

"Do all the good you can, by all the means you can, in all the ways you can, in all the places you can, at all the times you can, to all the people you can, as long as you ever can."
John Wesley

Rationale

At Abbey Academies Trust, we aim to help all our pupils to become highly self-motivated, persevering, resilient children, with lively enquiring minds, who know not only a body of knowledge, but also how to learn. We endeavour always to strive for excellence whilst caring for all, fostering a sense of spirituality that encourages self-reflection, compassion, and a deeper connection to the world around them.

We believe that by supporting the able and talented we will provide an inclusive environment, within which all children can achieve their 'personal greatness'. There is a clear overlap with our Christian and British Values, UNICEF rights and the development of spirituality.

As a UNICEF RRS (Rights Respecting School) this policy upholds the following articles from the UNCRC (United Nations Convention on the Rights of the Child):

Article 29: Every child has the right to be the best they can.

This policy was formulated by discussion between staff and is designed to:

- Reflect the aims of our Trust
- To enhance and complement existing policies (This policy should be read in conjunction with our Learning, Teaching and Curriculum policy, PSHE curriculum statement, Character Education Policy Statement and our Feedback policy)

'And endurance produces character, and character produces hope'
Romans 5:4

Aims and Objectives

Through provision for and inclusion of able and talented children we will:

- Enable pupils to become happy, secure and enthusiastic lifelong learners and achieve their personal greatness. **'How can I Be the Best I Can?'**
- Make children the centre of everything we do, where they are challenged through a broad and balanced curriculum.
- Develop an inclusive environment and school ethos where individual needs are respected and diversity celebrated.
- Provide learning and teaching strategies which encourage and motivate pupils.
- Encourage and support pupils to persevere, succeed and achieve their full potential.
- Promote creativity and enjoyment throughout all areas of the curriculum.
- Inspire pupils to have the courage to overcome challenges.

'But overhearing what they said, Jesus said to the ruler of the synagogue, "Do not fear, only believe."'
Mark 5:36

Definition

In every school there are pupils with a range of abilities. In our Trust, Able and Talented is the term applied to those children who are achieving, or have the potential to achieve, at a significant level beyond the rest

of their peer group. Using the term 'highly able' can help in the identification of a child with particular strengths which staff should be aware of and cater for.

Able: describes pupils who have the ability to excel in one or more subject areas such as English, maths, PSHE and science.

Talented: describes pupils who have the ability to excel in practical skills such as sport, art and drama. Some of these learners may well follow a vocational training pathway to accreditation and employment.

Gifted: Gifted children are those who have an innate gift in one or more 'ability' or 'talent'. Gifted children represent a tiny minority of children nationwide (perhaps 1 in 100,000). It is recognised that many teachers will never teach a truly 'gifted' child.

'Now there are varieties of gifts, but the same Spirit; and there are varieties of service, but the same Lord; and there are varieties of activities, but it is the same God who empowers them all in everyone.'
1 Corinthians 12:4-6

Identification
We recognise that the identification process of able, talented and gifted pupils should be a continuous, whole-school process. We will make use of both quantitative and qualitative assessments, including prior attainment and rate of progress at any point in a child's school career.

In our Trust we use various identification methods to decide if a child should be placed on our able and talented register such as:

- Test results and evidence from former school (if appropriate)
- Ongoing teacher assessment and nomination
- Observation
- Identification 'hotspots'
- Discussion between staff, parents and children
- Self, parental and/or peer nomination

There is a continual review process throughout the year however at each formal assessment stage staff will be asked to review the Able and Talented register.

Able and Talented Register
The identification process will lead to children being placed on the Able and Talented register. Registers will be monitored by the SLT and held in cohort folders. Registers, together with the school's tracking system, will monitor and track the progress of able and talented children as they move through the school. Registers will be updated when necessary and reviewed three times a year. Since relative ability changes over time pupils should move on and off the register as appropriate, though such movement might be expected to reduce with age.

Key Stage One
An informal register will be kept as described above. This will enable staff to monitor a child's progression.

Key Stage Two
A formal register will be kept as described above and reviewed at least 3 times a year. Transition between Year Groups will ensure that provision is maintained and provided for able and talented children to ensure continuity and progression in curriculum provision. Parents/carers are also welcomed to discuss the development of pupils' placed on the formal able and talented register and the provision that is being provided.

Provision
In our Trust we will cater for the needs of able and talented children both within and outside of the classroom.

Pupils are catered for through:

- enrichment we provide challenges for the able and talented child, which go more *deeply* into a particular topic or concept
- a wide variety of extracurricular activities where all children are able to attend but those with a particular talent are encouraged (for example choir, drama, a wide variety of sporting clubs, and out of school competitions, chess, ICT)
- participation in whole school activities such as school productions and fund raising
- opportunities to develop their particular skills with like children in other local schools
- opportunities for children with specific musical talents to be taught by specialist teachers
- providing parents/carers and children with appropriate advice regarding possible out of school provision for able and talented e.g. summer schools etc)
- extension which is provided for able and talented children through adaptation which runs alongside the normal curriculum
- target groups are identified and catered for within the classroom
- a range of resources to accommodate the needs of able and talented pupils
- celebrating success and creating a climate within school where children feel able to show their full potential in one or more areas
- supporting pupils' spiritual development by providing opportunities for in depth discussions by 'digging deeper' spiritually and philosophically
- opportunities to represent pupil voice and share exceptional character development eg Collective Worship Council, UNICEF Ambassadors, Eco Warriors, NOS Champions, Student Council, Sports Ambassadors and be 'Agents of Change'

Each child on the able and talented register will be considered individually when we decide on the most appropriate provision.