

Collingtree CEVA Primary School High Learning Potential Policy

Background to the policy

This policy is a working document which will be regularly re-visited and updated as we develop and refine our understanding of, and approach to, the issue of gifted and talented pupils. This policy is an integral part of the school's broader development of maximum inclusion of educational opportunity for all pupils and states our commitment to providing an environment in which all pupils are enabled to achieve their very best. We plan our teaching and learning so that each child can aspire to the highest level of personal achievement.

Aims and objectives

We are committed to providing an environment, which encourages all pupils to succeed, take risks and enjoy challenge and this clearly includes pupils who display some form of giftedness.

We aim to develop an appreciation and enjoyment of study and the acquisition of knowledge and skills. It is in the spirit of these aims and values that we wish to respond to the particular needs of those students who are recognised as having exceptional abilities and talents and to provide a suitably stimulating and challenging environment, both curricular and extracurricular, which will allow those abilities and talents to develop.

In seeking to meet the needs of these particular students it is our aim and intention to improve the quality of teaching and learning for all pupils in our school.

Definition

The terminology relating to this group of learners is varied and changing so is often open to debate. At Collingtree CEVA Primary School we have previously taken our guidance from The Department for Children, Families and Schools (DCSF) that defines gifted and talented pupils as: "*Children and young people with one or more abilities developed to a level significantly ahead of their year group (or with the potential to develop those abilities).*" Identifying gifted and talented learners: getting started, Revised May 2008 (DCSF, 2008)

A **gifted** pupil is one who has the capacity for or demonstrates high levels of performance in an academic area.

A **talented** pupil is one with a domain specific ability in a non-academic area:

- Physical talents
- Visual and performing abilities
- Mechanical ingenuity
- Outstanding leadership and social awareness
- Creativity

However, over the years many terms have been used to identify this group of pupils, often being grouped into 'gifted and talented'. However the Ofsted school inspection handbook (September 2012) states that *it is 'important to test the school's response to individual needs by observing how well it helps all pupils to make progress and fulfil their potential' and that it may be relevant to pay particular attention to the achievement of 'the highest attainers'*.

Therefore Collingtree CEVA Primary School follows the guidance from the following: *'Educating the Highly Able' produced the Sutton Trust (July 2012)* who suggest the focus for schools should be on those capable of excellence in school subjects, which the report terms, 'highly able'. *Potential Plus (formally National Association for Gifted Children)* prefers to use the phrase 'high learning potential' to describe this group of children, which we will now adopt.

Identification of higher level attaining pupils

A higher level attaining pupil will be identified using a variety of methods. The specific procedure will vary according to the age of the child and subject area however will include elements of the following:

- Early Years Foundation Stage Profile Assessments
- Key Stage 1 Standards Assessment Tests (SATS)
- Key Stage 2 Standards Assessment Tests (SATS)
- Key Stage 2 QCA optional SATS
- Teacher nomination (including teaching assistants)
- Assessing Pupil Progress (APP)
- Assessing achievement identifying curriculum ability
- Analysing data information using i-track and subject tracking sheets
- On-going class based assessment including Salford Reading Test and Vernon Spelling Test
- Parental nomination
- Specialist teacher identification

The characteristics of high level attaining children can include:

- Good all-rounders across the primary curriculum
- High achievers in one particular area
- Displays high ability but demonstrates low motivation
- Displays good verbal ability but has poor writing skills
- Very able but with a short attention span
- Keen to disguise their abilities

(Deborah Eyre, 1973)

Higher level attaining children are not a homogenous group. They come from all backgrounds and have a wide range of abilities and talents. Particular consideration needs to be given to those pupils in our school who are identified as potentially vulnerable:

- Low socio-economic groups
- Special educational needs (SEN)
- Medical conditions and or disabilities
- Service families who have moved from school to school
- New arrivals or late enrollers
- Free School meals (Ever 6)
- Poor attendees
- Families under stress
- With summer birthdays

Everyone in school has a responsibility to recognise and value pupils' abilities. We are aware that:

- Unnecessary repetition of work is de-motivating and de-motivated pupils will not achieve their best
- There is sometimes peer pressure to under-achieve
- Higher level attaining pupils are not always easier to reach than other pupils

Provision for higher level attaining pupils

Opportunities for extension and enrichment are built in to all our schemes of work. We aim to:

- Maintain an ethos where 'bright' children are encouraged
- Encourage all pupils to be independent learners
- Recognise and celebrate achievement
- Provide a wide range of extra-curricular activities and clubs
- Always provide work at an appropriately challenging level
- Provide opportunities for all pupils to work with like-minded peers

Types of provision

Classroom differentiation

- Lessons are planned with our higher level attaining pupils in mind and differentiated down employing a wide range of teaching styles and approaches to learning.
- Teachers and Teaching Assistants have high expectations.
- Tasks are designed to take account of levels of existing knowledge, skills and understanding
- There are planned extension opportunities or open-ended tasks.

School based provision

This varies according to subject area and is covered using a variety of methods:

- School societies and councils
- Enrichment opportunities and days

Opportunities for performance

- Specialist teaching and coaching
- Partnerships with secondary schools
- Partnerships with cluster schools

Out of school provision

- Work with other schools in the cluster
- Residential experiences & school trips

The role of the co-ordinator

The Inclusion Co-ordinator is to ensure that the policy is implemented and to coordinate an audit programme to monitor school development. The school is to maintain a register for higher level attaining children to ensure that appropriate records are being kept and progress is being monitored. The co-ordinator also ensures that the professional development programme includes relevant aspects of training to enhance the provision for higher level attaining children.

Process for review and development

This policy is reviewed on an annual basis by the Inclusion Co-ordinator in conjunction with the head teacher, teaching staff and Governors.

Written by: Mrs Elaine Ayton
Deputy Head teacher/Inclusion Co-ordinator
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