



LONDON WELSH SCHOOL
YSGOL GYMRAEG LLUNDAIN

ABLE, GIFTED AND TALENTED POLICY

Prepared: November 2015

Adopted: November 2015

Review: July 2021

Able, Gifted and Talented Policy 2018- 2021

Mission

We believe in offering the best possible provision for children of all abilities. Our aim is to ensure that all children can reach their full potential in a safe, nurturing and inclusive environment which supports, scaffolds and enhances their learning opportunities and development.

Compliance

This policy complies with recommendations outlined in the Department for Children Schools and Families 'Identifying Gifted and Talented Learners (2008)' and written with reference to the following documents:

- Children and Families Act 2014
- Equality Act 2010
- Equal Opportunity Policy
- Equality, Diversity and Community Cohesion Policy
- Extended Schools Policy
- https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/183935/dev_elooping_quality_tuition_-_academically_more_able.pdf

Definition of Able Gifted and Talented

As outlined in 'Identifying gifted and talented learners' (2008) by the Department of Children School and Families, able gifted and talented learners are defined as;

“children and young people with one or more abilities developed to a level significantly ahead of their year group (or with a potential to develop those abilities)”.

Characteristics of able gifted and talented learners;

- Be articulate or verbally fluent for their age
- Give quick verbal responses
- Have a wide general knowledge
- Learn quickly
- Show an interest in topics associated with an older child
- Communicate well with adults (sometimes better than with their peer group)
- Have a range of interests, some to an obsessive extent
- Show unusual and original responses to problem solving activities
- Be logical
- Be self-taught in his/her own interest areas
- Have a good memory
- Show artistic, musical or physical talents beyond age expected ability
- Have a lively and original imagination
- Can appear bored or restless if unchallenged

(Freeman, J., 2004, 'Teaching the gifted and talented', *Education Today*, 54, 17-21)

Aims and Objectives

We believe that every child at Ysgol Gymraeg Llundain London Welsh School has the right to reach their full potential, and we aim to consider the needs of the whole child and not only their progress according to age expected learning. We believe opportunities should be available for children to become reflective, responsible and inquisitive members of the community, with learners encouraged to critique, investigate and debate existing ideas.

Our objectives to achieve are outlined below.

1. To identify children with gifted and talented ability early through Key Performance data such as baseline assessment on entry and continual assessment and tracking of progression.
2. To provide children with gifted and talented abilities with resources and opportunities to meet their needs.
3. To ensure support and advice for all staff working with children with gifted and talented abilities.
4. To establish close collaborative relationship with parents and carers to ensure children are fully supported to achieve to their highest potential.

Process

Our approach to identifying and managing able, gifted and talented learners is outlined below.

1. Identifying

All children are provided with high quality first teaching within each classroom and are continually assessed and monitored to track learning. Assessment begins upon entering the school, using a range of qualitative and quantitative sources e.g. parental information about previous developmental progress 0-3 years and teacher baseline assessments according to age expected abilities. Pupil progress is regularly tracked and monitored through online teacher assessments, in addition to end of year standardised tests and assessments in Literacy and Numeracy, which follow the Literacy and Numeracy Framework (Welsh Curriculum). Data is recorded on the online programme INCERTS. Evidence of their work is recorded in their personal files termly.

2. Parental and Pupil Consultation

With guidance and support, the class teacher and other relevant staff will raise thoughts and evidence about progress and accelerated development and ability with parents/carers and pupils where appropriate. At this stage close monitoring is needed with initial provision for emerging targets and next step progression through good quality individualised teaching, such as within class additional support or small group enhanced learning.

3. Managing and Monitoring Pupils Needs

Once abilities are identified and established, we aim to implement appropriate provision for the child and to continue regular progress tracking for monitoring of progress. Children are encouraged to become responsible learners for their own achievements, and care is given to constantly challenge and enhanced learning through differentiation where possible.

Individual learning plans are implemented if needed, with each child being aware of their own targets. They are given sufficient time to practice these targets, with learning opportunities both with teacher support and independently to consolidate their previous knowledge. We ensure children are set work which will challenge and extend their learning and skills, and give an opportunity for them to develop at a scale which is relevant to them. All staff regularly share and contribute to continual progress reviews. Parents/carers and pupils are consulted each term and are aware of continual progress and development. Targets are reviewed and monitored in accordance to performance and value added data.

Whole School Responsibilities

It is the responsibility of the whole school to ensure the following are available and achievable to support able gifted and talented learners.

- Provide a safe and nurturing environment to encourage responsible learning at the highest standard
- Ensure reasonably practical resources are available to children and staff
- Access to adequate training to all staff
- Provide support and guidance for children, families and staff
- Support class teachers in monitoring initial identification and continual development of targets
- Support staff in implementing challenges and provision
- Where possible to deliver extra-curricular clubs and activities for other areas of the curriculum e.g. sport clubs, school choir, ICT development
- Liaise with support staff, class teachers, head-teacher, parents/carers and external agencies as needed
- Ensure all relevant information is collated, recorded and updated
- Provide all relevant information is transferred should a child move school.

Classroom Responsibilities

All children, regardless of need and ability, can expect to be provided with high quality first teaching within each classroom. With support and guidance, class teachers are responsible for providing the following within class to aid able talented and gifted learners.

- Provide quality first teaching within the classroom and ensure delivery of the curriculum which allows each child to experience success and extend their learning and skill to the highest possible level
- Continually challenge and stimulate learners within all lessons
- Provide opportunities for learners to develop skills alongside knowledge
- Encourage learners to become responsible and reflective students
- Identify each child's need and skill levels and continually monitor and track development
- Closely monitor support staff support and review regularly with appropriate records
- Liaise with head-teacher and families
- Provide reports for external agencies of child's needs or progress
- Fulfil all other duties required of a class teacher by the Code of Practice 2014.

Supporting Parents/Carers, Child and Families

We strongly believe that learners can truly excel through both school and home support. We establish good relationships with parents and carers to promote this aim. Parents/carers are invited to share their views on their child's education at regular parental meetings. Whenever possible we aim to include the pupil's view on targets and progress to encourage responsible learners. To achieve this collaborative relationship, families are asked to keep the school informed of any significant information about the child which could affect their education and well-being.

Storing and Managing Information

Information and documents are stored in line with General Data Protection Regulations GDPR -May 2018 on keeping and maintaining records. Please refer to 'Gov.UK: Keeping and Maintaining Records' for further information.

Training

. As needed, training for staff is either provided within school or through the Ealing Authority's CPD (Continuing Professional Development) programme. Training aims to address the understanding and potential strategies and programmes to aid able, gifted and talented learners.

Complaints Procedure

In the event of a complaint against the school, the processes within the Complaints Policy will be followed.

Bullying

Our ethos is to promote tolerance and independence in all our pupils. Further information is available in our Anti-Bullying policy.

Other queries

If you have any questions or queries about our Able Gifted and Talented policy please contact the school's Senco or Lead-teacher.

Lead-Teacher / SENCo

Miss Rachel Rawlins (Miss Sioned Jones- Acting Lead teacher during RR's Maternity leave)

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