



ABLE, GIFTED & TALENTED

Able and gifted pupils are those with strong intellectual and academic abilities. Talented pupils excel in specific areas, for example, music, art, design, drama, dance or sport.

One of the central aims of the school is to give all pupils opportunities to maximise their potential within the normal curriculum and/or through co-curricular activities.

In order to achieve this for able, gifted and talented pupils they must be initially identified so that appropriate provision is made to maximise their potential. This will take the following forms:

- identification by subject teachers/departments by using relevant criteria referred to in their Schemes of Work.
- identification by using academic measures.
- parents may also be able to contribute evidence.
- co-curricular activities.

The Durham tests (INCAS and MidYIS) are used throughout Key Stages 1, 2 and 3 to measure potential and therefore they are the ideal academic measure to identify potentially able/gifted pupils.

The table below gives the boundary standardised scores from the Durham tests to identify broadly able/gifted pupils

Score Mean = 100 SD = 15	Top	To be recorded in teacher planner
130+	2%	Gifted
115+	16%	Able

PROVISION FOR POTENTIALLY GIFTED AND TALENTED PUPILS

- For talented pupils **departments** should have a clear policy of how they are identified and how they will be guided so that they maximise their potential.
- For able/gifted pupils, departments must indicate in their schemes of work how differentiation will be used to challenge and extend the more able/gifted. There will need to be extension tasks which include higher order thinking skills.
- All departments should, wherever possible, provide enrichment programmes so that all pupils have access to a wide range of activities in addition to the normal curriculum. Such activities to be inclusive and available to all as far as possible but able/gifted pupils should also have the opportunity to be stretched and challenged.
- When a pupil's talent necessitates absence from school, e.g. competing in high level sport, teachers will make arrangements to ensure the pupil's academic progress is maintained.

Responsibilities

- A register of broadly able/gifted pupils will be shared with staff.
- All members of staff are to record potentially broadly able/gifted pupils into their teacher planners.
- Schemes of work to address the provision for able/gifted pupils
- Enrichment programmes for each subject to be considered and incorporated into schemes of work as necessary.
- The work and progress of identified pupils to be closely monitored by HoD to see if their attainment matches their high potential. Progress will be reviewed by Head of Teaching & Learning, Pastoral Tutor, SENCo, the Head of the Junior School, Key Stage Leaders and form tutors during termly report review meetings.
- HoDs are encouraged to keep evidence of high quality work.
- Departments should review able, gifted and talented provision at departmental meetings.
- There will usually be opportunities to discuss able, gifted and talented at whole school academic meetings.