



Date	Review Date	Coordinator	Nominated Governor
November 2016	November 2020	Inclusion Manager	Chair of Standards

We believe this policy should be a working document that is fit for purpose, represents the school ethos, enables consistency and quality across the school and is related to the following legislation:

- Education Act 1996
- Education Act 1997
- Standards and Framework Act 1998
- Education Act 2002
- Education Act 2003

We believe we have a duty to ensure that all children have equal rights to the opportunities offered by education and that all children will be encouraged to fulfil their potential in their academic, physical and creative achievements.

We want to give all children the right to access high quality educational experiences, to take part in a broad and balanced curriculum and to be part of the social life of the school.

We recognise that within the school we have academically more able, gifted and talented children. We believe that:

- academically more able children work above age related expectations in one or more area;
- talented children are those who work above age related expectations in art, music, dance, sport;
- gifted children work significantly above age related expectations in academic subjects;

We encourage individual children to develop their attributes and skills within a learning environment that embraces equality of opportunity. We strive to develop the gifts and talents of pupils by ensuring Quality First Teaching, robust assessment systems, challenging lessons, a variety of learning experiences in a secure learning environment.

We will identify more able and talented children by:

- Teacher observations
- Staff discussions
- Analysis of pupils' work
- Teacher assessment
- Statutory assessments
- Analysis of data
- Discussions with parents
- Discussions with children
- Discussions with outside agencies and local clubs

We aim to work effectively with parents in order for pupils to fulfil their potential in their academic, physical and creative achievements.

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We as a school community have a commitment to promote equality. Therefore, an equality impact assessment has been undertaken and we believe this policy is in line with the Equality Act 2010.

We aim to be judged at least good in all school inspections by ensuring that standards for all pupils are higher than schools of a similar size and that standards continue to improve faster than the national trend.

Aims

- To identify at an early stage academically more able, gifted and talented children.
- To address and develop specific skills and talents by providing wider opportunities and expectations by extending teaching and learning skills.
- To ensure compliance with all relevant legislation connected to this policy.

Responsibility for the Policy and Procedure

Role of the Governing Body

The Governing Body has:

- appointed a member of staff to be responsible for Academically More Able, Gifted and Talented Co-ordinator;
- delegated powers and responsibilities to the Executive Headteacher to ensure all school personnel and stakeholders are aware of and comply with this policy;
- responsibility for ensuring that the school complies with all equalities legislation;
- responsibility for ensuring funding is in place to support this policy;
- nominated a link governor to:
 - ☐ visit the school regularly;
 - ☐ work closely with the Executive Headteacher and the Inclusion manager;
 - ☐ ensure this policy and other linked policies are up to date;

Role of the Executive Headteacher

The Executive Headteacher will:

- ensure all school personnel, pupils and parents are aware of and comply with this policy;
- work closely with the link governor and Inclusion manager to:
 - ☐ develop a whole strategy for identifying academically more able, gifted and talented children;
 - ☐ plan strategically for the development of academically more able, gifted and talented children;
 - ☐ involve learners and parents/carers when planning improvements to provision;
 - ☐ take account of the views of learners and parents;
 - ☐ promote high quality teaching and learning;
 - ☐ develop a range of learning experiences within and outside school;
 - ☐ provide appropriate challenge to extend the breadth and depth of learning experiences;
 - ☐ ensure adequate funding is in place to develop provision for academically more able, gifted and talented children;
 - ☐ develop partnerships with curricular and extra-curricular enrichment organisations;
 - ☐ share good practice with other schools;

Northern Parade Schools – More Able

- ☐ improve the use and analysis of data;
- ☐ ensure transition arrangements between settings are in place and consistent.

Role of the Inclusion Manager

The Inclusion manager will:

- lead the development of this policy throughout the school;
- work closely with the Executive Headteacher and the nominated governor;
- ensure that the identification strategies are in place;
- keep an Academically More Able, Gifted and Talented register;
- monitor progress of the children on the register each term in order to ensure that pupils are on track to meet targets;
- ensure records are kept by school personnel;
- lead staff discussions and training;
- liaise with parents offering advice and support;
- liaise with the governor with responsibility for more able and talented children;
- ensure that adequate resources are in place;
- keep up to date with new developments and resources;

Role of the Leadership Team

The Leadership Team will:

- consider academically more able, gifted and talented being a priority of the school's development plan;
- provide resources to support this policy;
- monitor the performance of pupils by analysing data and by discussion with class teachers;

Role of the Teaching Staff

Teaching staff will:

- provide Quality First Teaching, small group intervention and individualised teaching;
- have high expectations for all pupils;
- ask parents to identify their child's talents and abilities when they enter the school and at parent-teacher consultations;
- endeavour to identify academically more able, gifted and talented children at an early stage;
- encourage pupils of all backgrounds to be proud of their abilities and to make the most of them;
- use prior assessment and future targets to inform planning;
- ensure that planning meets the needs of these children;
- use differentiation effectively;
- use a variety of teaching and learning strategies to develop these children;
- provide lessons that motivating, engaging and challenging;
- create a learning environment that will inspire, encourage and challenge children;
- inform parents when their child has been placed on the register for academically more able, gifted and talented children;
- show parents how to support their child outside school;
- keep parents informed of the progress made;

Role of Pupils

Pupils will:

- be aware of and comply with this policy;
- learn to take pride in their work;
- produce work of a high standard;
- listen carefully to all instructions given by the teacher;
- ask for further help if they do not understand;
- participate fully in all lessons;
- participate in discussions concerning progress and attainment;
- treat others, their work and equipment with respect;
- support the school Code of Conduct and guidance necessary to ensure the smooth running of the school;
- talk to others without shouting and will use language which is neither abusive nor offensive;
- hand in homework properly completed and on time;
- wear correct uniform
- liaise with the school council;
- take part in questionnaires and surveys;
- take part in setting their own targets.

Role of Parents/Carers

Parents/carers will:

- be encouraged to support their child at all times;
- inform the school of their child's talents and skills;
- inform the school of any special achievements out of school;
- work closely with the school;
- be encouraged to take an active role in the life of the school by attending:
 - ☐ parents and open evenings
 - ☐ parent-teacher consultations
 - ☐ school concerts
 - ☐ fundraising and social events
- be asked to take part periodic surveys conducted by the school;
- ensure regular and punctual attendance;

Raising Awareness of this Policy

We will raise awareness of this policy via:

- the School Handbook/Prospectus
- the school website
- the Staff Handbook
- meetings with parents such as introductory, transition, parent-teacher consultations and periodic curriculum workshops

Equality Impact Assessment

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation.

This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at this school.

Linked Policies

- Assessment
- Curriculum
- Extra-curricular Activities
- Marking
- Teaching and Learning

Headteacher:		Date:	
Chair of Governing Body:		Date:	