

# HITHERFIELD PRIMARY SCHOOL AND CHILDREN'S CENTRE



## ADVANCED ABILITY POLICY

**‘Our vision is to create a school community where everyone feels valued, has the opportunity to explore and develop their strengths and is able to participate in new experiences. We aim to become an inspirational school to produce good citizens for the future in an atmosphere that promotes confidence, high academic achievement, physical health and emotional well-being.’**

# Document Control

## Change Record

Date	Author	Version	Change Reference
Feb 2015	Jef Fox	0.1	Update from previous policy Agreed at Achievement Committee and at Full GB
Jan 2018	CA-J	0.2	Reviewed
Jan 2021	CA-J	0.3	Reviewed
Feb 2023	CA-J	0.4	Reviewed

## Distribution

Reviewers	Approvers	Distribution
LAPD Committee	Full Governing Body	

## **AIMS**

With our school vision in mind, the aim of this document is to assist a consistent approach to the identification and support of the **Advanced Ability\*** (**gifted/talented**) child at Hitherfield through:

- An agreed, shared definition of the terms "gifted", "talented" and "advanced ability" (G&T/AA)
- Identifying such pupils early through our school assessment system
- Celebrating the talents and abilities displayed by all our pupils
- Enabling pupils from all backgrounds to make full use of their abilities and raise their expectations accordingly
- Providing all pupils with an enriched, differentiated and challenging curriculum
- Meeting pupils' needs with a range of appropriate strategies
- Providing opportunities for pupils to work to an increased level and pace towards their full potential
- Raising staff awareness of the range of strategies available to them
- Creating opportunities for pupils to show and develop their gifts and talents
- Making use of links with other schools and the wider community to enhance learning opportunities
- The Senior Leadership Team will take responsibility to monitor the policy; provision and professional development needs of the staff, and co-ordinate the above.

## **THE TERM**

The term '**Gifted and Talented**' at Hitherfield has been replaced with the term '**Advanced Ability**'.

This term refers to children who achieve, or have the potential to achieve, a level significantly above the average for their year group throughout the school.

Pupils recognised with Advanced Ability can be identified at any age, or stage, of their school career, as we encourage the appreciation that children develop at different rates at different times. We also recognize that children, who may have additional support needs in some areas, may also have advanced ability in others.

The term '**gifted**' generally refers to the top 5% of pupils who are capable of excelling in academic subjects.

The term '**talented**' generally refers to the top 5% of pupils who may excel in areas requiring visual or spatial skills such as in PE, drama or art.

Hitherfield has used the term '**Advanced Ability**' to include both strains of ability termed as Gifted and Talented.

The term, Advanced Ability may be used for children who are working above age related expectations, or who have the potential to do so, in academic or practical subject areas within the school.

## **COLLECTION AND RECORDING OF ADVANCED ABILITY**

Advanced Ability children are identified under the following areas:

- **Advanced Academic Ability**

Children demonstrating **Advanced Academic Ability** are assessed as being at least one year ahead of their peers in Reading, Writing, Mathematics or Science. This information will be gained from the school's assessment data banks gathered termly, three times per academic year, for Reading, Writing and Mathematics and twice each academic year for Science.

- **Advanced Physical Ability**

Children demonstrating **Advanced Physical Ability** are assessed through observation at school during PE sessions and playground activities. It could also relate to interests outside of school, for example, high levels of success at a swimming club, or inclusion in an authority wide team for any sporting/physical activity.

- **Advanced Spatial/Mechanical Ability**

Children demonstrating **Advanced Spatial/Mechanical Ability** are assessed in the areas of **Design Technology, Information Communication Technology/Programming, Construction** and **working with puzzles**. This assessment will be achieved through observation and recording significant incidences in the classroom or playground and from information regarding specific children's out of school interests. For example, if a child has been selected as a school Digital Leader or talks frequently of projects completed outside of school and is able to show evidence.

- **Advanced Social Ability**

Children demonstrating **Advanced Social Ability** are assessed through observation at school when **communicating** in a variety of settings including class debates or higher order thinking activities such as **Philosophy for Children** (P4C) or **Personal, Social and Health Education** (PSHE) sessions; when adopting **leadership** roles during whole school, whole class or group activities; or when exhibiting high levels of **emotional literacy** and/or **empathy** at any time throughout their time in school.

- **Advanced Aesthetic Ability**

Children demonstrating **Advanced Aesthetic Ability** are assessed through observation and assessment at school and external recommendation in the areas of **Art, Music, Drama** and **Dance**. In each area there would be further sub-classifications to indicate if a child was demonstrating Advanced Ability in a specific area of Advanced Aesthetic Ability. For example, in the area of music, it would require the additional sub-classification of whether the ability was demonstrated in singing or instrument playing and which instrument/s. Further sub-classifications would be necessary for Art; for example, to indicate whether the child demonstrated Advanced Ability in drawing, painting, sculpting or any other visual mediums such as film or photography.

### **IDENTIFICATION**

We will use a wide range of identification strategies and the identification process is on-going.

Identification will usually be made by:

- Observation in class, in the playground or during extra-curricular activities and clubs
- Test results/teacher assessments/pupil's work
- Parent information
- Pupil information about their activities and interests provided
- Information gained through home learning work
- Information provided by external agencies (e.g. sports organisations, music tutors, etc)

### **RECORDING ADVANCED ABILITY**

All children, deemed to be displaying developed abilities in any area, will be highlighted on our assessment system.

## **PLANNING AND PROVISION**

As Hitherfield values all children equally and endeavours to ensure that each child has the opportunity to realise his/her potential in a challenging and supportive environment. The school shall endeavour, through the promotion of a fully inclusive, broad and creative curriculum, to allow all children the opportunity to flourish and possibly exhibit previously undiscovered abilities.

Teachers will therefore plan and provide:

- A differentiated curriculum with a balance of whole class, group and individual teaching. This flexibility will also include the promotion of mixed ability groupings to encourage the 'cross pollination' of ideas and dissemination of abilities.
- Sequences of teaching and learning with clear stages of development
- Opportunities for asynchronous learning, which ensures every child is challenged throughout the learning session.
- Activities that are open ended with a 'high ceiling' to enable all children the potential to extend and be challenged
- Problem solving and investigation to develop reasoning and thinking skills
- Activities that encourage enquiry and higher order thinking skills
- Teacher questioning that is open-ended to develop explorative thinking
- Differentiation through pace, task, dialogue, support, outcome, resource, content and/or responsibility
- Opportunities to be creative and productive
- Competition against self through target setting and challenges
- A variety of extension and enrichment activities

## **EXTENDING AND ENRICHING THE CURRICULUM**

Through our curriculum and the learning experiences we will develop the abilities of our more able pupils while providing opportunities for all.

This will be done by:

- Quality first teaching in every class that meets the needs of all advanced abilities\*\*
- Providing a range of after school activities and clubs
- Providing opportunities for performance
- Taking part in inter-school competitions and festivals
- Access to visiting experts and range of materials and resources

- Visits/workshops from poets, writers, artists, musicians, sports people, journalists etc.
- Use of subject specialists from within and outside the school
- Contact with outside agencies or secondary schools for advice or use of resources
- Coordination of peer observations by teachers to promote examples of good practice throughout the school

### **ASSESSMENT AND MONITORING OF PUPIL PROGRESS**

The progress of children identified as being of Advanced Ability is monitored by the SLT. Teacher assessment, observation, testing and target tracking are employed to monitor children's achievements and progress and ensure they are reaching their targets.

### **ASSESSMENT AND MONITORING OF SCHOOL PRACTICE**

The SLT will be responsible, with regular consultation with other key members of staff and School Improvement Leaders, for coordinating identification and provision for the Advanced Ability children.

The SLT will also be responsible for:

- Liaison with other School Improvement Leaders in raising staff awareness of possible support strategies
- Supporting staff in identifying pupils
- Providing support and guidance to staff on teaching and learning strategies and Continued Professional Development opportunities.
- Monitoring planning and pupil work to ensure that suitable tasks and activities are being provided
- Evaluating and feeding back to Senior Managers on teaching practice and provision for identified pupils across the school
- Liaising with parents/carers
- Developing, reviewing and monitoring the effectiveness of the school policy

#### **All Staff will be responsible for**

- Identification of children with Advanced Ability
- Monitoring pupil progress
- Keeping a record of the achievements of their Advanced Ability pupils and updating data regularly
- Planning appropriate activities

**\*\*Meeting the needs of children exhibiting Advanced Ability:**

At Hitherfield we provide enrichment for our Advanced Ability children in three ways/types.

**Type 1** enrichment is concerned with provision beyond the regular school curriculum. Some examples are drama and music performances, both in school and visits to theatres, other performance venues and after school clubs.

In addition there are numerous school trips in, and beyond, London taking full advantage of what is available to enrich the learning opportunities of our students. This is further augmented through arranging visits to the school from a variety of individuals with particular abilities, such as authors, athletes or educational professionals to supplement what is being taught in school.

All of this is supported through our planned topic webs for each year group and the practice of immersion into the units being taught. This allows for our children to have had the opportunity to discuss, research and develop their interest in the topic before, during and after the event.

**Type 2** enrichment is relevant to the development of our students' independent learning skills.

Children are given opportunities to research independently or as members of mixed or similar ability groups. All children are taught how to use the Internet safely and are allowed to access the technology available to assist their research. Each class has access to a bank of ipads throughout the school day. There are also a range of artefacts relevant to the topics taught in their year group available at school in the resources area.

Children are also encouraged to supplement their learning around a particular topic through home learning assignments.

Our Hitherfield Learner Dispositions support all learners.

**Type 3** enrichment is where the child can utilise what has been gained from involvement in types 1 and 2.

This type of enrichment is most salient to the Advanced Ability child and is dependent on the child being the guided, motivational instigator of what they wish



to study and produce. This can be achieved through home learning and/or extension activities or enrolment in an after- school club.

In each case, the child would be expected to present their finished article to a target audience. For example, sharing in their class, in assembly or showing learning materials to a younger year group.

**Useful links:**

[Effective Provision](#)

[General Practice](#)

[Science](#)

[NACE](#)

[How Do You Mean: Literacy](#)

[In Between The Lines \(Higher Level Literacy\)](#)

[Philosophy for Children \(P4C\)](#)

[SAPERE](#)

[More Able Maths Extensions](#)

[Archived National Strategy More Able Mathematicians](#)

[Mike Gershon guide:](#)

Also further resources on Google Shared Drive.