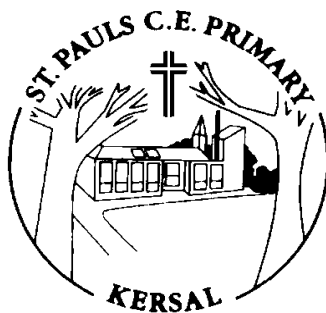


St. Pauls CE Primary School  
Kersal  
Able and Talented Action Plan  
Autumn 2008



# Able/Talented

## Identification

### Definition

- Children with one or more abilities developed to a level significantly ahead of their year group or with potential to develop those abilities.
- A range of abilities including talent in the arts and sport - ability rather than achievement so underachievers can be identified.
- There are gifted and talented pupils in every year group in every school.
- Every school should keep a register of gifted and talented learners.
- Top 5% of pupils.

## Identification

- No single perfect means for identification - draws on a range of evidence - including children and parents.
- Identification includes spotting potential through participation in learning opportunities.
- Needs to focus on identifying when, where and how learners learn best.
- Be aware that all groups of children may have G/T pupils e.g. EAL

## Classroom Provision

- Add breadth - enrichment through broader range of tasks.
- Increase depth - extension through complex tasks.
- Accelerate the pace of learning.
- Promote independence in thinking/learning.
- High expectations in teachers and pupils.
- Direct Teaching - to learn new skills and to acquire academic knowledge.
- Cognitive Teaching/Learning - enquiry, hypotheses, thinking skills.
- Social learning - collaborating, group problems solving.
- Questioning - different types of questions; questions that enable pupils to think/create ideas.

## Tackling Underachievement

- Underachievement is when there is a discrepancy between performance and ability. Underachievement can be tackled by focusing on what pupils can do as opposed to what they have difficulties with.
- Strategies to reverse underachievement can be:-
  - Learners' interests and questions
  - Provide opportunities for success

- Praise for small but genuine achievement
- Positive feedback
- Intervention strategies - to overcome the difficulties
- Coaching
- Learning has a real purpose
- Appropriate challenge

Learning objectives from further on in the strands/lines of progression may be used for G/T pupils when planning work e.g. year 6 work for year 5.

### Tracking Pupils

The progress of G/T pupils should be monitored and tracked across time and subjects.

### Using Data

The following data can provide a useful starting point for establishing the needs of the more able pupils and how to support them in making continued good progress.

- % of pupils who attain level 3 at KS1
- % of pupils who attain level 5 at KS 2
- Pupils who achieve minimum expectations (ISP) one year ahead of time.

### Curriculum

- Focus teaching/learning on the aptitudes of pupils and remove any barriers to learning.
- AFL is an intensive part of provision for Gifted/Talented
- AFL is central to teaching/learning
- AFL is part of effective planning
- AFL helps learners know how to improve

### Resources

- Resources are only effective if they have a positive impact on the achievement of pupils.

### School Self Evaluation

- How well are we doing? What more can we achieve? What must we do to make it happen?
- What are our successes and what do we need to do improve?