

Carlton Primary School

Talent and Excellence Learners Policy

(Read in conjunction with HLP Policy)



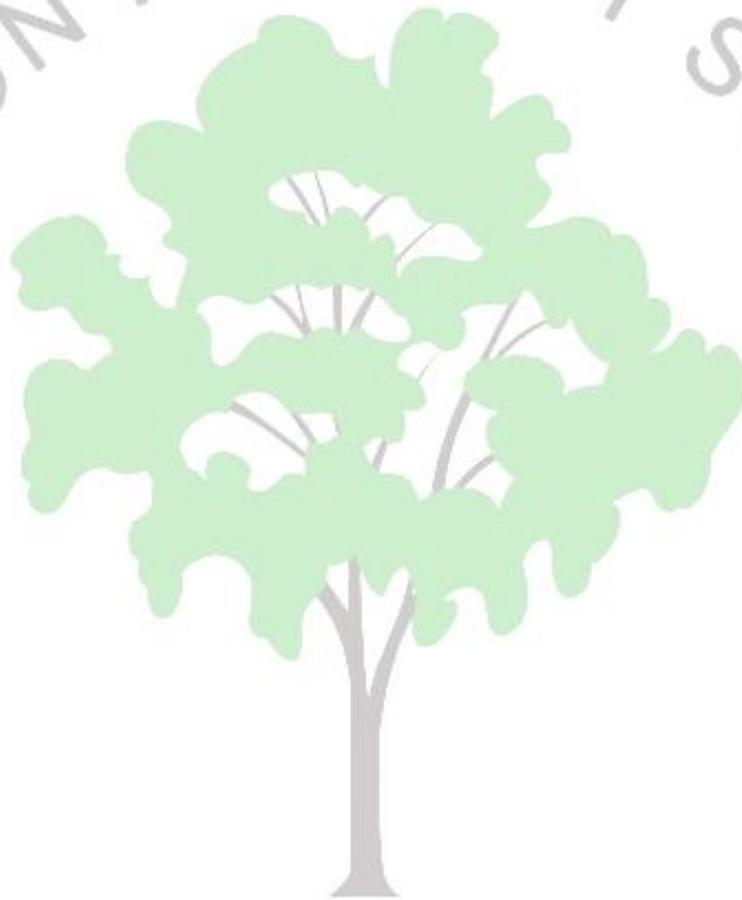
If you believe, you CAN achieve

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CARLTON PRIMARY SCHOOL



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Talent and Excellence Learners Policy

Carlton Primary School is a Rights Respecting School, based upon the UNICEF Convention of the Rights of the Child. We believe that all children should grow up aware of these rights and respects these rights for themselves and for others. Being a Rights Respecting School will underpin policies throughout the school, and they will be reviewed and adapted throughout the 2017-18 academic year to demonstrate this.

1. Introduction

At Carlton Primary School it is our firm belief that all our pupils deserve equality of opportunity.

We must identify those pupils who demonstrate higher attainment across the curriculum, or individual talent in any one area of activity, and ensure that their educational needs are met, in order that they can achieve and attain to their highest standard.

We believe that supporting the needs of high attaining pupils is a factor in raising achievement for all.

2. Aims

- To identify and track our gifted and talented students (referred to as Talent and Excellence Learners).
- To increase awareness of the differing needs of these pupils amongst staff and parents.
- To ensure appropriate challenge in all areas of the curriculum and to develop a distinct teaching and learning programme.
- To provide enrichment and extension opportunities which are relevant to the needs of our pupils with talents and those that are identified as having cognitive excellence.
- To widen our pupils experiences within and outside the school, liaising with other schools and outside agencies.
- To break down barriers to learning and provide a culture of achievement, and an environment where excellence is valued and encouraged.
- To monitor and evaluate on a regular basis.
- To provide learning opportunities which are challenging and enjoyable.

3. Definition

Gifted children are defined as those with academic ability in one or more subjects, often with well-developed learning skills.

We will ensure that the identification process is rigorous and fair, does not discriminate against particular groups and is flexible enough to deal with pupils who join the school part way through their school life or are late developers.

Talented children are defined as those demonstrating a high level of ability within the creative or performing arts and or a physical ability.

4. Provision

Generally the needs of high attaining children are met through differentiated planning by the class teacher, identifying learning outcomes which will challenge and stretch children.

We recognise that pupils have preferred learning styles and aim to use a range of styles in our teaching and allow children to express their learning in a variety of ways to maximise success.

In some lessons children may be grouped with those of like attainment/skills for reading and numeracy (often in Years 5/6 but not definite – each year group are analysed by a needs-led basis depending on need and range will determine if groups are required).

Homework is differentiated according to the needs of the pupils and home learning projects are designed to encourage learners to select their own level of challenge or pursue their own lines of enquiry.

We continue to work towards including depth and breadth within teaching and learning opportunities with some distinct teaching and learning options for Talent and Excellence pupils. In each subject we have clear expectations of the kind of learning that high attaining pupils should be engaging in and how learning will be demonstrated.

Please refer to Higher Learning Potential Policy.

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Annex A:

Teacher guidance:

HA across all subjects - HA are the responsibility of all leaders and all teachers

What do we do?

Provision - quality wave 1 design learning in every lesson to include high order thinking questions, design of task with opportunities to pursue own lines of enquiry, collaborate without adult input, make choices about how to approach their learning, present their learning, choose resources, not be given answers, reflect back and refine their thinking.

Teachers use Blooms to help think about how to plan the LI. Teachers supporting learners how to set their own SC. Specific subjects within topics - P4C, skills based to support core knowledge, RE big questions to develop reasoning and how to articulate ideas, Literacy less specific SC to support more applied learning, Maths sometime have streamed groupings to maintain pace and drive - higher skills not limited by strategies (Mastery is driving CPD), Science & DCL are driven by enquiry, self-study and personalised learning when required. In some year groups we use a 3 way split approach to literacy and maths. This is always needs and learning led.

The quality of teaching and learning is monitored by leaders and some areas taught by specialised teachers. Writing standards are displayed in each classroom (pitched above highest writer) to ensure challenge, scaffold and expectations are clear. Grouping across 2/3/4/5/6 in guided reading and use whole class novels, Reading Gladiators for readers within GD or HSS but also those with unmet potential. (HLP)

Extended - targeted interventions outside classroom teaching – Debate Clubs, Coding, Science, Maths Mastery competitions across the borough.

Partnership with City University PHD students tutoring y6 children aim achievement and career/further education opportunities. Specialised day experiences lectures at university career focused for targeted groups of learners - law, engineering, journalism, speech therapy.

Careers champion 8 y5/6 children - focused careers week with guest speakers, workshops - linking back to school curriculum. Outreach teacher from Highgate school delivering poetry and literacy classes - GCSE curriculum (on Mat Leave currently) Maths master classes at the Royal institute. The museum of London knowledge quiz.

Home learning projects are designed each half term using Blooms Taxonomy to stretch and challenge learners and enable them to follow their own interests.

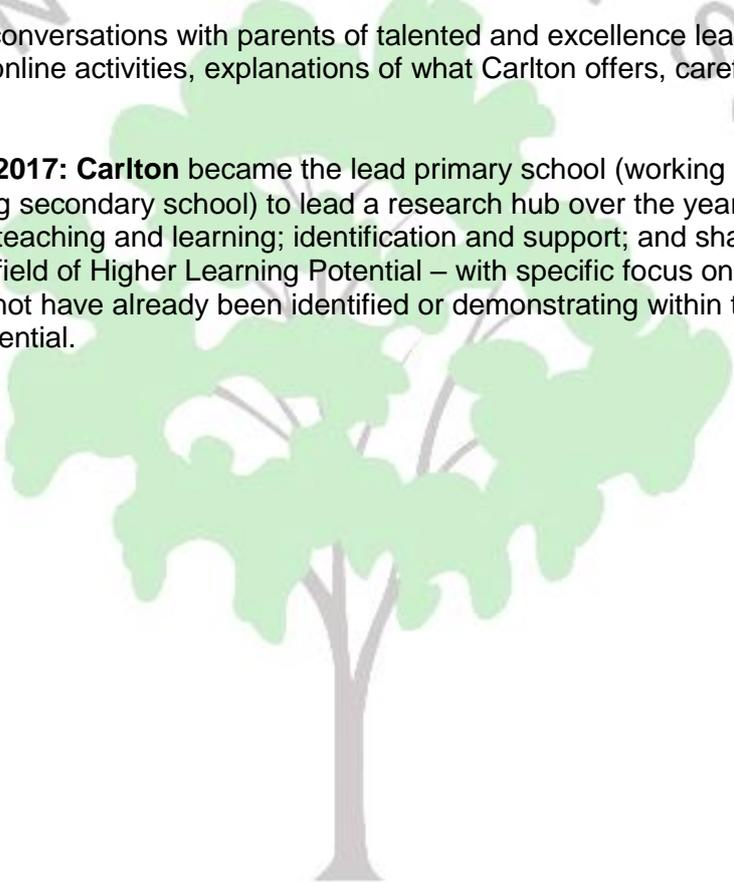
On-line homework is provided for all children which analyses children's progress and level and continues to stretch, challenge and fill gaps across formal areas of learning. E.g. grammar, spelling, reading, mental maths.

Talented - Musical, artistic, theatrical, sports - children with trials for football clubs, links with Camden Arts Centre, Camden events - art, poetry, short story writing - one child's art selected to hang in Deputy Mayor's office. Children are targeted for specific clubs - club leader and leaders are responsible for inviting T&Ex learners e.g. Philosophy, science, enterprise, chess, sports and from this year debate.

Partnerships and the wider community - Partnership with City University PHD students tutoring y6 children aim achievement and career/further education opportunities. Specialised day experiences lectures at university career focused for targeted groups of learners - law, engineering, journalism, speech therapy. Careers champion 8 y5/6 children - focused careers week with guest speakers, workshops - linking back to school curriculum. Highgate school bursaries for HA learners with no family members who been to University, FSM, LAC, WB LEC - two girls in three years successful and doing well.

Structured parent conversations with parents of talented and excellence learners - links to wider community, online activities, explanations of what Carlton offers, careful tracking, PPM etc.

From September 2017: Carlton became the lead primary school (working collaboratively with a high attaining secondary school) to lead a research hub over the year with the aim of developing quality teaching and learning; identification and support; and sharing good practice within the field of Higher Learning Potential – with specific focus on disadvantaged learners who may not have already been identified or demonstrating within their learning that they have such potential.



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