



THE MARIST CATHOLIC PRIMARY SCHOOL

With God as our Guide we will value each other and work together to achieve our best

Challenge Policy

Policy compiled by:
Responsible committee:
Approved by Governing Body:
Review Date:

G Clarke, Challenge Leader
Learning and Welfare
September 2014
September 2015

This school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

Our Mission Statement

The Marist School is a place of teaching and learning:

- *Where we promote the Christian growth of children in a caring environment.*
- *Where everyone is valued not just for what they do or give, but for who they are; a traveller on the way to Christ.*
- *Where children are encouraged and stimulated to achieve their full potential spiritually, academically and socially; where talents and successes are shared and celebrated.*
- *Where all staff work and grow together as a team, giving of their best and supporting each other.*
- *Where all members of the community are made to feel welcome and encouraged to take an active part in the life of the school.*

Preamble

The Marist Catholic Primary School, in partnership with the Parish and Parents, aims always to provide quality Catholic Education to all our children whatever their unique and special needs as a child of Christ. Through the love of God, we will foster individual pupils, spiritually, socially, culturally and academically, by encouraging each child to strive for personal achievement and to be aware that their contribution is necessary for the good of the community.

Aims

The aim of this policy is to ensure a consistent approach to the identification of and support of the more able, gifted and talented children at our school. We will do this through:

- An agreed definition of the terms able, gifted and talented
- Identifying the needs of able, gifted and talented children in all our planning
- Encouraging independent learning and self-evaluation and peer assessment
- Tracking and monitoring the effectiveness of provision for individual pupil progress

Categories of Ability

At the Marist we believe that more able, gifted and talented pupils are those who demonstrate an ability to achieve levels of performance which are significantly higher than average for their year group, in any of the following areas.

- Creativity
- Linguistic Intelligence
- Logical Mathematical Intelligence
- Musical Intelligence
- Physical Talent
- Scientific Enquiry
- Spatial Intelligence
- Visual and Performing Arts
- Emotional and Spiritual Intelligence
- The School also recognises and rewards children with leadership and social skills.

Terms and Definitions

In our school **more able** describes learners with **one** set of abilities in **one** subject, developed to a level **significantly** ahead of their year group. These children will be working at least two sub levels above the average for their cohort.

Gifted describes learners who are **excelling** or have an exceptional ability to excel academically in **more than one** subject. A small minority of our school population may be considered as “**gifted**”. These children will be working at least two sub levels above the average for their cohort.

Talented describes learners who are excelling or have the ability to excel in practical skills such as **sport, drama, leadership or artistic performance**.

Identification Strategies

The Marist School’s aim is to actively identify our more able, gifted and talented children, through:

1. **Identification by teachers:**

It is part of general classroom practice for teachers to assess the ability of all children through observation, marking work and informal assessments. Through these ongoing mechanisms, teachers are readily able to identify pupils who are gifted and talented. Teachers are aware that a child’s ability may change from year to year and class to class and are careful to assess all children without undue reference to previous achievement. They are also careful to give no undue bias in their identification to a child’s gender, ethnicity or family background.

As a teacher builds relationships with their class they will become aware, in conjunction with the school’s talented list, of the children who excel in sport, music and art.

2. **Pupil tracking:**

Pupil tracking data is used to identify children who are achieving well above their age expected levels in English, Mathematics and Science.

3. Formal Assessment:

Assessment forms an integral part of the school's cycle of planning, teaching, assessment and monitoring. Results are used to analyse children's attainment against their peers and against standardised or national expectations, such as Reading age or National Curriculum levels.

- Early Learning Goals
- Bench marking reading
- Formal written assessments
- Key Stage 1 SATs
- PIPS Tests at Year 3
- End of year levels.

4. The Register of Able, Gifted and Talented Children:

When the school has identified a pupil as more able, gifted or talented it has a duty to ensure that appropriate provision is made for them. One mechanism for ensuring this is through the pupil tracking system. The Challenge Leader is responsible for working with teachers each term to ensure that the children are challenged in their learning. The list is kept on the school network. It is confidential to teaching staff, teaching support staff and members of the LEA and inspection teams when appropriate.

5. Teaching and Learning:

Teachers are responsible for the majority of provision for the more able, gifted and talented children. Many of the strategies needed to support more able, gifted and talented children are similar to those needed to support all children's learning. Creating a stimulating and positive learning environment is a vital element in supporting more able pupils.

In all aspects of school life children are encouraged to challenge themselves and adopt the learning skills described in the Marist Learner.

To ensure that our aims are met, we will:

- Ensure that all teachers are implementing effective differentiation to provide challenge to all learners in the classroom.
- Design and organise unusual projects and approaches, which catch pupils' attention and encourage them to explore the topic further.
- Include higher order thinking skills in designing and creativity activities, in the classroom.
- Be aware that even the most gifted and talented will experience some failure and teach strategies to deal with this.
- Quickly identify underachievement by all children on the register and discuss strategies with class teachers which will be monitored by the SLT in pupil progress meetings.
- Ensure teachers receive regular updates on progress from the Challenge Leader.
- Pass information to secondary or transfer schools.

Co-Curricular Activities:

The Marist aims to provide a wide range of enrichment activities for the more able and gifted children. For example:

- Opportunities to play instruments e.g. flute, clarinet, violin, keyboard and piano.
- Opportunities to attend occasional Master Classes run by other Schools/Local Education

- Provision of co-curricular clubs.

Monitoring and Assessment

- The subject leaders monitor the planning and the classroom activities for the all of the children on a termly basis, whilst the Challenge Leader will monitor the planning of the more able and gifted children.
- The Challenge Leader will attend courses and provide feedback to the teachers.
- Formal written assessments in the core subjects will be regularly carried out in KS1 and KS2.
- The Head Teacher and Data Leader will set and monitor KS2 SATs Targets.
- All class teachers attend regular pupil progress meetings to monitor the performance of all children including those on the register.

The Role of the Challenge Leader

The subject leader's role is far reaching and will be most effectively carried out in association with members of the SLT.

The role of the Challenge Leader includes the following responsibilities:

- To review and update a whole school policy for supporting more able, gifted and talented children.
- To ensure that identification procedures are in place throughout the school and that they are used to maintain a register of more able, gifted and talented pupils.
- To ensure appropriate records are kept and liaison takes place as gifted and talented pupils move to other schools.
- To keep abreast of national and local initiatives for supporting gifted and talented children through personal research and attendance at co-ordinator network meetings.
- To promote extra-curricular activities and involvement in wider community projects in order to offer challenging learning situations to the more able.
- To advise the governing body on the school's work in supporting gifted and talented children.
- To undertake book scrutinies, monitor planning and lesson observations on a termly basis.
- To provide appropriate resources and lead staff CPD where appropriate.
- To implement new initiatives which provide greater breadth of experience for all children, but especially the more able.

Review and Evaluation

This policy was reviewed following consultation with all staff and governors. It will be monitored annually for effectiveness and updated in the light of experience.

Policy reviewed and updated: September 2014

Date of next review: September 2015

G Clarke

Challenge Leader