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Version	Date	Comments	Author
19.1	May 2018		Emma Garnett, Head

Mulberry Park Educate Together, AIM Policy (Gifted and Talented)

Introductory statement

Educate Together Principles:
- ♣ Equality based
- ♣ Co-educational
- ♣ Child centred
- ♣ Democratically run

Equality, child centred, co-educational

All children have the right to a broad, balanced and relevant education which provides continuity and progression and takes individual differences into account. We aim to provide a curriculum that is appropriate to the needs and abilities of all our children and enables each child to reach the highest level of personal achievement.

We recognise that there are a number of children who have the potential to achieve above and beyond their peers. This policy outlines the school's practice and procedures relating to the support of A.I.M (Able, Interested and Motivated) pupils.

Objectives

1. To enable all AIM children and those with the potential to be AIM in any or all areas of the curriculum to be taught and given opportunities to achieve.
2. To give all pupils the opportunities to identify and explore their own gifts and talents.
3. To acknowledge and celebrate all achievements.
4. To inform and work in partnership with parents, carers and the wider community to foster children's gifts and talents

Definitions

- Children with one or more abilities developed to a level significantly ahead of their year group (or with the potential to develop those abilities)
- Gifted learners are those who have abilities in subjects in the statutory curriculum other than art and design, music and PE
- Talented learners are those who have abilities in art and design, music, PE, or performing arts such as dance and drama or abilities in personal or social skills

Identification of Able, Interested and Motivated (AIM)

We use a range of strategies to identify A.I.M. children. The identification process is ongoing and begins when a child joins our school and involves staff, parents and carers. No identification strategy is perfect and different talents emerge at different stages and circumstances in a child's life, as a result a child's potential is never fixed.

Children in Foundation stage are being recorded as 'early developers' in November and July. Children in KS1 and KS2 are identified or reviewed as AIM pupils in early November and July and discussed at parents' meetings.

Mulberry Park ET uses the following methods of identification:

- Tests of knowledge e.g. SATS, maths tests, benchmarking reading tests and internal tests
- Careful tracking of pupil's progress
- Teacher observation and assessment e.g. children's approach to their learning, their use of initiative and questioning.
- Information from previous schools
- Parent information through informal discussion and questionnaires

Inclusion

It is recognised that some pupils may have the potential to be A.I.M. but may be disadvantaged physically, socially or educationally, as a result their ability is masked by lower attainment. Therefore Mulberry Park is careful to take into account children who are FSM, EAL, SEN or on the vulnerable child list when considering identification of A.I.M. pupils.

Pupils who are identified as A.I.M. are entered onto the school register in the November when the class teacher knows the children well, where their area of ability is recorded. Parents or carers will be informed that their child's abilities have been recognised at parents' evenings and will be informed of provision made to meet their needs. However, this is generally without using the 'gifted and talented' label which we feel would be unhelpful especially with younger children, we use the AIM (able, interested and motivated) label as being more appropriate for Primary children . The register will be reviewed in July. It is the responsibility of all teachers to ensure that A.I.M. children in their class are given tasks and learning opportunities which extend and enrich their learning, additional questioning, appropriate homework tasks and opportunities for enrichment activities.

The school will provide specific gifted and talented enrichment activities which will give opportunities for A.I.M. learners to work with similar learners to access expert teaching and or targeted learning opportunities. These may be inter-school organised by the cluster, or school initiated opportunities. The school uses specialist teachers where possible to run enrichment activities within school for A.I.M. children. Sports competitions and school productions are deliberately used as a vehicle for A.I.M children.

Provision for A.I.M. education

Identification
- Twice yearly audit of gifted and talented pupils in each subject area
- Parent feedback e.g. through Tapestry to identify out of school abilities
- Use of Assessment for Learning to identify A.I.M. pupils

Curriculum planning and classroom practice
- Whole school approach
- Top down planning in all curriculum areas
- High expectations throughout the curriculum
- Excellence is celebrated – e.g. weekly achievement assembly, certificates for achievement
- Emphasis on activities which develop higher order thinking skills
- Use of open ended questions
- Opportunities for children to explain and reason
- Growth mindset
- Use of Lesson study model
- Extension or challenge activities included in planning throughout curriculum
- Personalised learning
- Success criteria includes challenge for every lesson
- Provision linked with inclusion and equality of opportunity – e.g. homework clubs, intervention programmes early on
- Use of mentoring in school to support vulnerable children

- Use of specialist input
- Band run by specialist music teachers
- Implementation of a more creative curriculum for whole school
- Increasing pupil voice and pupil lead learning

Tracking and monitoring
- Tracking of pupil progress in maths, English and science
- Tracking of progress in History, Geography and RE
- Each year group has a thrice yearly meeting with SLT to discuss progress and to highlight underachievement
- Good transition communication between year 6 and secondary schools including discussion about AIM learners
- Twice yearly identification and reviewing of Gifted and Talented register
- Lesson monitoring will include observation of challenge for the more able

Enrichment opportunities
- Regular camps
- Wide range of extra curricular activities most of which are free
- Specific enrichment activities and opportunities for A.I.M. pupils using teacher expertise e.g. Art, RE, dance days
- Specific enrichment activities and opportunities for A.I.M. pupils working with peers from other schools in cluster-led activities e.g. science, ICT, debating days
- Involvement in an annual maths challenge
- Use of visitors/ experts/ and visits to open up opportunities
- Opportunities to enter local and national competitions
- Opportunities to be involved in decision making through school council and Rights Respecting schools
- Use of themed weeks and days to give wider opportunities – international, money, environmental, book weeks etc

Equality

We recognise that all children have the same rights to excellent teaching and learning regardless of social, gender, race, age, disability, religion, sexual orientation etc.

Policies

This policy must be implemented in conjunction with all school policies particularly:
Teaching and Learning   SEND