

ABLE GIFTED AND TALENTED POLICY



Revised:
SEPTEMBER 2017

Review Date:
SEPTEMBER 2018

1. Statement of Intent

Our school aims to offer a secure and stimulating environment which meets the needs of individual pupils. Pupils who are 'more able' in one or more areas present particular challenges, including many who feel alienated from or pressurised by their age peers and those who engage in patterns of behaviour that may hide their abilities, leading to disaffection and underachievement.

We cannot assume that able pupils will automatically make appropriate progress: it depends on a range of environmental and personality factors, including supporting home, school and learning environments. To make sure that these pupils reach their potential, it is important to adopt and implement appropriate policies and practices to meet their educational and social needs. As for all other pupils, we aim to encourage and support the more able and talented through a broad based, relevant and challenging curriculum, encouraging the pursuit of excellence and celebrating the achievements of each pupil.

2. Aims

In pursuing excellence and equity in the education of able and talented pupils, the school seeks:

1. To support teachers in recognising the wide range of pupils' talents and abilities.
2. To encourage and support the development of alternative approaches to teaching and learning that engage, extend and challenge able, gifted and talented pupils at levels appropriate to their ability.
3. To provide professional development opportunities for teachers, teaching assistants and other appropriate personnel.
4. To encourage a dialogue between parents, staff and pupils in respect of pupils' special talents, abilities and developmental needs.
5. To provide a supportive social, emotional, pastoral and educational environment, including the provision of opportunities for contact with similarly able or talented peers within school and the wider community.
6. To clarify the roles and responsibilities of key personnel.
7. To monitor the progress of and evaluate the impact of developments arising from this policy.

3. Who are the able, gifted and talented?

The able and talented are defined as a cohort of between 5% and 10% of the schools' population by the DfES. The group is divided into the able (the academically most able) and the talented (those whose expertise lies in areas such as Drama, Music, Sport, Arts etc.) Gifted children are defined as being in the top 0.5% of the population nationally.

4. Identification

Identification will be undertaken using a selection of the following methods:

Children who have exceeded their Early Learning Goals at the end of the Reception year
Children who have been identified as achieving greater depth at end of key stage 1.

Class teachers are aware of who is classed as able, gifted and talented for reading, writing and maths within their class.

5. Provision

Able pupils have diverse needs and there is no one "catch all" approach to teaching and learning. It is clear, however, that appropriate progress will not be made without structured guidance and support. Strategies adopted should attempt to match pupils' education with their abilities and learning needs rather than with their chronological age. The main focus of effort and development, should be to improve provision for able pupils in day to day teaching and learning.

Enhanced teaching and learning approaches suited to the needs of able pupils can be developed on a whole school, generic basis supported by subject specific developments built into schemes of work.

Ideally, able pupils will experience a mixture of enrichment and extension activities.

Enrichment: ensuring children are able to apply the skills that they have learnt within the class through problem solving activities etc.

Extension: studying the standard curriculum in more depth; increasing complexity and challenge.

Children will be given opportunities to enhance the curriculum outside the classroom through the provision of visits, etc.

6. Parental Involvement

The able, gifted and talented programme will be a three way partnership between parents, the children and the school. The coordinator will inform parents and make them aware that their child's ability has been recognised and that the school is seeking to ensure an appropriate educational experience is available.

7. Pastoral Support

It is important to avoid stereotyping able pupils as each child is an individual and some children may need more support than others.

At Great Marsden St John's Primary School it is our aim to provide an environment in which all pupils feel secure enough to display their ability, to take risks and to fail. As part of this provision, consideration should be given to the extent to which able pupils have the opportunity to work with others who share their particular strengths and interests.

8. Monitoring and Evaluation

A range of quantitative data is available to assist in the monitoring process: value added analysis of assessment data by ability group, target setting, school development planning and the appraisal process.

Other concrete data may include: specific planning for able pupils in the curriculum and lessons plans, evidence of effective differentiation and challenge, improved links with parents, other schools and the development of innovative approaches and enrichment activities within the curriculum.

Whilst more difficult to assess, it is also important to consider qualitative criteria: for example, the impact on pupil motivation, engagement with the curriculum, attitudes to learning, overall ethos, improved skills for independent learning.

To inform future development, consideration should also be given to the impact of policy implementation on teachers' and pupils' workload and whether there has been any negative impact for pupils not included within the AGT register.

9. Review

The Able, Gifted and Talented Policy will be updated with staff every year.

**Tel: 01282 615055 Fax: 01282 697750 Email: bursar@st-johns-nelson.lancs.sch.uk
Trent Road, Nelson, Lancashire BB9 0NX
© 2017 Great Marsden St Johns Primary, A Church of England Academy.**