



Milverton Community Primary School

Able, Gifted and Talented Policy

Policy Written: September 2017
Policy Review Date: September 2020

General Rationale

At Milverton Community Primary School we acknowledge that gifted and talented pupils (who may also be referred to as able, exceptionally able or gifted) have additional needs and will require differentiated provision to enable them to reach their potential.

At Milverton Community Primary School we have a responsibility to provide a broad and balanced curriculum for all pupils.

Therefore we:

- Help our pupils to develop their skills and abilities, intellectually, emotionally and socially;
- Provide teaching which makes learning challenging, engaging and enables pupils to reach their potential

At Milverton Community Primary school we believe that providing for and raising the attainment of AG & T students is the responsibility of ALL staff.

This policy reflects our school's educational beliefs and current practices with regards to Able, Gifted and Talented pupils. This policy establishes:

- The specific aims of the school's able, gifted and talented programme;
- The school's definition of "able", "gifted" and "talented";
- Criteria for identification;
- The range of educational provision available to pupils;
- Staff roles and responsibilities;
- The monitoring and evaluation of pupils progress; and
- The process for review of this policy itself.

Aims

The aim of educational provision for able, gifted and talented pupils is to ensure that those pupils identified have every opportunity to achieve their full potential. It will ensure that we:

- Support the abilities, personal qualities and talents of all children.

- Ensure that all children receive an education appropriate to their abilities.
- Provide teaching which makes learning challenging and enjoyable.
- Provide higher order thinking and questioning skills .
- Recognise under achievement and seek to address it.
- Stimulate children through encouragement of extra-curricular activities and through curriculum enrichment.
- Have the expectation that the curriculum for all will be extended by realising the needs of the most able.
- Train staff where necessary to provide for these aims to be achieved.
- Compile an Able, Gifted and Talented Register and enter this on the School Census.

Definitions

There are many definitions of 'gifted and talented'. 'Excellence in Cities' (EiC) guidance suggests:

- 'Gifted' learners are those who have abilities in one or more 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.

The term 'gifted and talented' is not to be understood as referring to the most able children in the national population. The term should be seen as relative and refers to the top 5% to 10% of any school, regardless of the ability profile of pupils at the school.

At Milverton Community Primary School we recognise that gifted and talented pupils can be:

- Good all rounders
- High achievers in one area
- Of high ability but have poor writing skills.

We also recognise that those pupils who are gifted and talented do not always show their ability. Such pupils are gifted and talented even though their abilities may be hidden or remain as potential.

Identification

In the Foundation Stage pupils are identified as potentially Able, Gifted and Talented through the use of the Foundation Stage profile. They are not placed on the register because the pupils are at widely differing developmental stages. The outcomes of these assessments are discussed with parents and Year 1 staff. From Year 1, pupils are identified and placed on the Able, Gifted and Talented register which is reviewed twice yearly.

Our school's assessment process aims to identify the most able 5-10% of pupils in each year group. A broad range of assessment tools and methods will be used in the identification process. The identification process is aligned with the schools assessment policy and practices. It utilises evidence from a variety of sources that include:

- National Curriculum tests at Key Stages 1 and 2;

- Formative teacher and TA assessments
- The assessments of subject specialists e.g PE coaches
- Other standardised, norm and criterion referenced.
- The analysis of pupil data using our school tracking system;
- Teacher recommendation based on subject-specific criteria – teachers will complete the ‘Gifted and Talented Wheel’
- Scrutiny of pupils’ work and performance;
- Significant participation and high performance in extra-curricular activities provided by the school or external agencies;
- Information from lesson observations; and
- Discussion with the child, parents, colleagues and/or outside agencies.

The Able, Gifted and Talented register will contain a combination of pupils who perform consistently at greater depth within the curriculum for their age related expectation or who have the ability to do so but who are currently underachieving.

Identification of pupils as Able, Gifted or Talented is a judgment which applies to the current class or school context and refers to the current level of performance only. This means that **at this time** this child is showing ability in a particular area. Children’s performance can improve rapidly, spike, fluctuate, decline or plateau as they grow, in relation to their peers. We recognise this and will target pupils who are high achievers, underachievers and those who show potential. Identification at Milverton School does not mean that in another school or context the child would be identified.

Liaison with Parents

When pupils are identified for Able, Gifted or Talented pathways, they join the school’s register and within the existing relationships with parents, i.e. parents’ evenings and other meetings, parents will be informed of the particular dimensions which have led to a shared judgment which will mean that the ongoing progression of the particular pupil will be subject to special attention. Parents and teachers will work together for the needs of the gifted and talented child.

Monitoring and Evaluation

Monitoring and evaluation is a continuous process that carefully examines the able, gifted and talented programme in terms of teaching, learning, progress (academic, social and emotional) and attainment. It is comprised of the following components:

- On-going monitoring of planning;
- Pupil conferencing and discussion with pupils about their experiences
- On-going lesson observations that examine the quality and appropriateness of differentiation, enrichment and extension;
- Scrutiny of work samples;
- Progress and performance against local and national targets; (ARE and GD)
- Tracking of pupils progress and a value added analysis;
- Analysis of performance of pupils in comparison with other schools locally and nationally;
- Reviewing provision of opportunities to challenge and identify Able, Gifted and Talented pupils;
- Implementation and reviewing of related policies; and

- Training for teachers to enable them to meet the needs of the Able, Gifted and Talented pupils.

Provision

The Role of the Classroom Teacher and Teaching Strategies

- To create opportunities that enables them to identify Able, Gifted and Talented pupils in their class.
- To think carefully about individual pupils' starting points and plan their next steps development accordingly.
- To work with children's individual abilities, considering their strengths and areas of development in order for them to achieve their full potential.
- To ensure children work at their pace enabling opportunities for children develop mastery through in-depth learning and challenge.
- To recognise that setting more work for pupils is not necessarily beneficial. More able students are more inclined to respond to greater depth work that broadens their understanding and skills, rather than more work of a similar level.
- To ensure that planning reflects whole school policy and work is differentiated with worthwhile extension tasks to challenge thinking and demonstrate greater depth understanding.
- To ensure homework is differentiated to give the more able child a more demanding target.
- To employ different levels of language to extend the vocabulary used and understood by more able children.
- To encourage creativity, problem solving, investigation and independence through as many open ended situations as possible.
- To encourage pupils to mentor and model to support other learners.
- To incorporate opportunities to make use of ICT, including use of the Internet.
- To provide pupils with opportunities to extend their talents/skills by signposting enrichment opportunities.
- To liaise with parents, and staff, over any concerns about underachievement.

Policy Review

The Able, Gifted and Talented policy is formally reviewed and/or amended every three years to ensure that it is an accurate reflection of current practice and so that it takes account of current international research on best practice for gifted and talented pupils.

The following steps are taken to ensure that the school policy is current and is continuously improved:

- Audit of identification process, nature of and of range of pupils identified;
- Audit of existing provision to determine that the programme is aligned to identify pupil needs;
- Review of new research that might impact the content of the policy;
- Examination of staff roles and responsibilities to ensure a match of skills and expertise with programme delivery; and
- Consultation with governors, parents and staff.

