



ABLE, GIFTED AND TALENTED POLICY

Whole school and EYFS

INTRODUCTION

This policy is a statement of the entitlement of the very able, gifted or talented children at Parsons Green Prep School. It reflects the commitment of the school to support the very able child.

DEFINITION

At Parsons Green Prep we recognise an able and gifted child as a pupil who has the ability to excel academically in one or more subjects such as English, maths, science, humanities, MFL (modern foreign languages), and technology. In contrast, a talented pupil is one who has the ability to excel in practical skills such as sport, leadership or artistic performance (music, drama and art). Please see the **Recognise** section for how we identify able, gifted and talented children at Parsons Green Prep.

ROLE OF THE ABLE, GIFTED AND TALENTED COORDINATOR

The role of the Able, Gifted and Talented coordinator is as follows:

- To assist teachers with the identification of AGT children.
- To inform staff of teaching ideas and resources for our AGT children.
- To update the school's AGT register and to circulate to staff.
- To ensure that each child on the AGT register has an AGT plan.
- To review AGT plans regularly with teachers.
- To work with the headteacher to ensure that teaching methods and provision for AGT children are in place and in line with current educational thought and initiatives.
- To review and monitor the progress of AGT pupils with the headteacher.
- To scrutinise GL data information each term in conjunction with other data (teacher assessment) and provide feedback for SMT and teachers.
- To develop Thinking Friday slides for each Friday assembly and send these out to teachers. To maintain and update the Thinking Friday display board.

AIMS

- To support the abilities, personal qualities and talents of all children.
- To ensure that all children receive an education appropriate to their abilities.
- To provide teaching that makes learning challenging and enjoyable.
- To stimulate children through curriculum enrichment and extracurricular activities.
- To extend the learning further for the very able children.
- To have high expectations of all children at our school.

OUR APPROACH:



At Parsons Green Prep we aim to recognise, encourage and develop the gifts and talents of children. We recognise our most able pupils through data analysis using national data e.g. GL results, academic monitoring and professional judgment. We encourage our most able pupils to take ownership of their own learning and development by providing challenging learning opportunities to stretch and further their learning. We develop pupils' skills in independent learning through carefully targeted classroom activities, extracurricular activities and by always ensuring that further challenges and learning opportunities are provided to accelerate the learning of the most able.

Teachers are expected to design work for AGT pupils to aid accelerated learning through:

- effective differentiation in teaching and learning.
- opportunities to stretch and challenge the able child.
- providing breadth and depth in learning.
- providing extracurricular enrichment.

The aim is to move children out of a Learning Comfort Zone and on to the Learning Challenge Zone (see Appendix 1 for characteristics of these zones).

Recognise

We use systematic observational assessment in the EYFS and ongoing formative and summative assessment throughout Key Stages 1 and 2 to identify children who may meet the definition of being able, gifted and talented. In addition to teachers using test and assessment scores and professional judgment when nominating a child to be titled able, gifted or talented, at Parsons Green Prep we also use close analysis of annual GL data (EYFS, KS1 and KS2) and termly Target Tracker data (EYFS only) to identify children working significantly above the age-related expectation. The expertise of the coordinator is used to support the judgment of the teacher, along with termly regular work scrutiny, to inform discussions between the coordinator and the head teacher to ensure that the policy is being implemented effectively.

Encourage

Enrichment and extension work is provided by all teachers in all classes as part of our normal differentiated provision at Parsons Green Prep. In order for our gifted and talented children to reach their full potential we seek methods of encouraging their development through providing:

- the opportunity to take risks with more challenging classroom activities.
- a share of the teacher's time that is fair, focused and appropriate to their needs.
- questioning structured to employ their higher order thinking skills.
- opportunities to use their initiative in problem-solving activities.
- a range of teaching and learning styles.
- time to extend, enrich and expand.
- recommendations for further reading.



- information about national and local competitions.
- Increased challenge to add breadth and depth to their learning. Able and Gifted children will work towards the same learning objective as the rest of their class with the addition of a further challenge, targeting their ability/gift. It is a further chance to add breadth and depth to their learning. This will be detailed on a teacher's plan.

Develop

Gifted and Talented children will at times require further extension and specific differentiation to target and enrich their specific gift/talent. We aim to develop the children's abilities through methods mentioned under 'Encourage'. Each child recognised as gifted or talented will also have an Able Gifted and Talented plan (AGT plan – see Appendix 2) carefully created by their class teacher/teacher in the area in which they are gifted or talented. This plan will include specific areas to develop the child and methods to be employed to reach these targets. The Able, Gifted and Talented (AGT) coordinator will liaise with the teachers who create the AGT plans to consider, advise and review the plans to ensure that needs and targets are being met. In classrooms, there will be subject-specific material to channel the gifted/talented children's specific gift/talent and develop it.

CHALLENGE PROJECTS

Each term all children will be given an option to complete a Challenge Project as extra homework (AGT pupils will be strongly encouraged to complete). These projects are prepared and set by the class teacher, in consultation with the AGT Coordinator and are aimed at challenging the needs of the AGT pupils in that class. These challenges will encourage questioning, exploring and independent child-led learning and will require the child to reflect on and appraise their own work. After receiving an initial stimulus, the child will make the project their own by carrying out research and deciding how they want to present their work, whether it be in a book, scrapbook, film, cartoon strip, song, audio recording, painting or model etc.

AFTER-SCHOOL CLUBS

Each child at Parsons Green Prep has the opportunity to join any after-school clubs and partake in extracurricular activities. These are highly valued for the gifted and talented children as they can provide a further opportunity for children to not only excel in an academic situation.

PARENTS

At Parsons Green Prep we encourage parents to play an active part in their child's development by sharing activities and progress with them both formally and informally. Advice and support will be offered to parents, as an effective home-school partnership is vital to the success of the Gifted and Talented provision and this provides a further chance for development outside of the classroom.



EYFS

In the early years teachers follow the challenge zone approach.

MONITORING AND REVIEWING

Monitoring and reviewing of the gifted and talented children is crucial in ensuring that they are being provided for. The following people can support this through regular reviews:

- headteacher
- Able, Gifted and Talented coordinator

Further monitoring and reviewing is held through:

- Able, Gifted and Talented meetings
- analysis of Target Tracker data by teaching staff and the senior leadership team each term
- analysis of GL data by teaching staff and the senior leadership team annually
- lesson observations via Key Stage and senior leadership team meetings with detailed feedback forms and discussions

This policy will be reviewed annually		
Review Date	Reviewed by	Changes
Reviewed: 12 December 2013	E. Richardson	Addition of Eridge House RED scheme details
Reviewed: 1 August 2014	E Richardson	Inserted AGT plan changed to Parsons Green Prep
Reviewed: 1 August 2015	E. Richardson	Addition of Target Tracker and PIPS. Slight word changing throughout. Addition of a role of AGT coordinator. Removal of deputy head.
Reviewed: 1 August 2016	E. Richardson Checked by: Lucinda Waring	Addition of RED club into role of AGT coordinator. Addition of Thinking Friday information. Slight word revision throughout.
Reviewed: 25 January 2017	P. Leonard Checked by: Helen Stavert	Change from RED Challenge classroom box to RED Challenge Projects



		Clarification of how we identify and define AGT children
Reviewed: 24 September 2017	P. Leonard Checked by: Tim Cannell	Change from PIPS to GL data RED Club now overseen by AGT Coordinator Amendments to wording of learning objectives and removal of WALT template from appendices (in line with Assessment policy changes) Minor word revision
Reviewed: 23 October 2018	By: Headmaster and Head of Assessment	Remove all mention of Pips and Target Tracker (except EYFS) Removal of club Removal of parents being told child is on AGT register
Next Review: 30 August 2019	By: Head of Assessment	

APPENDIX 1

Characteristics of the Learning Comfort Zone:

- Pupils' learning is safe and secure.
- Pupils' learning goes unchallenged.
- Pupils' learning is delivered at a stable pace.
- Pupils' learning is too easy leading to complacency in the student.
- Pupils' learning is repetitive in its delivery
- Pupils are engaged but not excited.
- Pupils are passive receptors.

Characteristics of the Learning Challenge Zone:

- Pupils are encouraged to take risks and soon are willing to take risks.
- Pupils are excited by their learning.
- Pupils anticipate and come to expect stretch and challenge.
- Pupils enjoy and pursue independent learning projects.
- Pupils are continually challenged.



- Pupils are actively engaging in their own learning.
- Learning is an active process.

In essence Parsons Green Prep is promoting the development of the most able students through a process of added breadth and depth to the work that they do, enriching the students' learning as a core part of a planned curriculum and departmental schemes of work.

	APPENDIX 2 Able, Gifted and Talented plan
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Name:		Class:		D.O.B:	
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Start date:		Review date:	
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Baseline What the child can do already	Target(s) What you would like the child to achieve	Strategy What you and the child will do to achieve the target	Review What happened