



ABLE, GIFTED AND TALENTED POLICY

Whole school and EYFS

The Head undertakes a formal annual review of this policy for the purpose of monitoring and of the efficiency with which the related duties have been discharged, by no later than one year from the date shown below, or earlier if significant changes to the systems and arrangements take place, or if legislation, regulatory requirements or best practice guidelines so require.

Signed: Dr Pamela Edmonds

Date reviewed: September 2023

Date of next review: September 2024

INTRODUCTION

We believe that through a focus on meeting the needs of more able learners and embedding an ethos and culture of high expectations for all, we ensure that all the children in our care have opportunities to flourish and make good progress. We understand that all children, including more able pupils, require support and challenge in their learning. Our teachers plan their lessons to enable a wide variety of exciting challenges and experiences, developing the ability to question, explain, persevere, communicate their thoughts and take risks in their learning whilst building relationships.

Definition

More Able	Pupils who achieve, or have the ability to achieve, significantly above average in one or more academic areas, including areas outside the main school curriculum. This also includes children who are leaders or role models and who display outstanding leadership and/or social skills.
Talented/ Gifted	Pupils who excel in one or more specific fields: <ul style="list-style-type: none">• Creative and Performing Arts – Art, Design & Technology, Drama, Music;• Physical Education/sporting ability; and/or• Extra-curricular pastimes – e.g., Chess

More able pupils may display characteristics such as:

- Intently focused
- Asks insightful questions and has a curiosity
- Imaginative, providing creative and original solutions
- Rapid learner
- Learns a new skill easily and readily
- Shows initiative



- Able to apply their learning to other areas and solve problems

However, all children are unique individuals and this list is not exhaustive, nor does it mean a child is necessarily more able if they display some of these features.

Identification of AGT pupils

In identifying AGT children, we look for those who are working significantly above the nationally expected outcomes for their age in one or more areas of the curriculum or displaying a particular talent/ability in a specific area. Methods of identifying more able pupils are varied. We recognise that using only one method may be insufficient therefore we gather as much information about individual pupils as possible. Teacher judgment is an important part of such an assessment, but we also look closely at the following records:

- Reading Age
- Verbal and Non-Verbal reasoning tests
- CAT scores (from Year 3)
- Teacher trackers
- Grades achieved in music and drama
- Competitions, performances and other achievements in extracurricular activities

By way of example only, a child is likely to be on our AGT register if he/she

- Has a SAS of 130 or more in verbal or non-verbal reasoning
- Has passed an Associated Board of Royal School of Music (ABRSM) grade beyond grade 3 in Key Stage 1 or beyond grade 5 in Key Stage 2
- Has performed significantly well in a sporting, dramatic or artistic competitions outside of school
- Can talk with particular confidence and eloquence to an audience

Responsibility for AGT pupils

Form teachers are responsible for all children in their class. The SENDCo is responsible for coordinating the provision we make for children showing AGT characteristics. His/her role is to:

- assist teachers with the identification of AGT children.
- keep a register of AGT children and circulate it to staff
- help form teachers create an AGT course of action for children who are identified as able in many areas (by agreement with the Head)
- inform staff of teaching ideas and resources for our AGT children.
- work with the Head to ensure that teaching methods and provision for AGT children are in place and in line with current educational thought and initiatives.
- review and monitor the progress of AGT pupils with the Head of Assessments
- include detail of AGT provision and monitoring in the termly academic report to the Head

Coordination and Monitoring

The AGT Register is coordinated by the SENDCo and Head. The Register is reviewed on a termly basis with form teachers, in association with pupil progress and/or staff meetings.



We recognise that some pupils who are more able and talented do not always show their ability. This may arise from learning difficulties such as dyslexia, or personal circumstances. The school aims to work with support programmes and parents to ensure a consistent achievement at the appropriate level for each child.

Talents and abilities emerge at different times due to developmental issues, and as new opportunities arise, therefore, inclusion in the AGT register is not permanent. If it is perceived by parties that inclusion is no longer beneficial, pupils may be moved off, either temporarily or permanently.

How we support AGT children

We encourage our most able pupils to take ownership of their own learning and development by providing challenging and stimulating learning opportunities.

Teachers are expected to:

- design work for AGT pupils which provides effective differentiation in teaching and learning, where sometimes pupils may be grouped according to ability or task. Differentiated work is built into schemes of work and lesson plans to provide activities requiring extended higher order thinking skills.
- provide opportunities to stretch and challenge the able child.
- present breadth and depth in learning.
- provide extracurricular enrichment.
- create the opportunity to take risks with more challenging classroom activities, to employ higher order thinking skills and to use initiative in problem-solving activities.
- give time to extend, enrich and expand.
- give recommendations for further reading.
- encourage children to take part in appropriate activities in and out of school
- present information about national and local competitions.


Monitoring and Evaluation

The Head has overall responsibility for the monitoring and evaluation of this policy ensuring all the pupils on the register are appropriately challenged with specific work /tasks according to their need. The Head will report to the Proprietor the progress of such pupils on a regular basis.

Related documentation:

Assessment Policy, Curriculum Policy, EAL Policy, SEND Policy, Teaching and Learning Policy.



		APPENDIX Able, Gifted and Talented plan			
Name:		Class:		D.O. B:	
Start date:				Review date:	
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		