



Able, Gifted and Talented Pupil Policy

Autumn 2018 - 2021

In our school, we recognise that all pupils are individuals with their own strengths and weaknesses, gifts and talents. Within this range of individuality, there are pupils who are more able intellectually than others, and some pupils who are particularly talented in specific areas of ability.

Children should be educated in a way, which enables them to work at the highest level consistent with their ability and interest, both for the good of others and for their own satisfaction. Just as we need to make appropriate provision for pupils with other special educational needs, we must provide rich and challenging experiences for gifted and talented children.

Definition of Able, Gifted and Talented Pupils

Any definition by its very nature will be subject to criticism and individual interpretation. In this school **able** is defined as high attainment or latent high ability in one or more academic subjects (those other than the arts and sports) within the context of our school. This can also include children with particular skills in leadership and social skills. The school will aim to identify 10% of the pupils in each year group as able, in line with DCSF guidance.

Pupils performing at an even higher level will be termed **gifted**, and will only account for a tiny minority of pupils, capable of functioning at a level at least two years above their chronological age as indicated by their class work or tests.

Talented refers to pupils with high ability in a creative or expressive arts subject or sports including art, design, music, P.E. and performing arts such as dance and drama.

The proportion of each group can vary within cohorts.

Identification

We identify these pupils so that we can provide effectively for them, and so that teachers can plan appropriate work and stimuli for them. As there is no single measurement with which to identify most able and talented pupils, it is important that a broad-based, inclusive approach be adopted with teachers gathering evidence from a wide range of sources. In this school, we use a combination of the following sources of information:

- ❖ NC and other standardised tests
- ❖ Teacher observation and assessment
- ❖ Checklists of characteristics (including those for able underachievers)
- ❖ Previous records
- ❖ Children's work (including responses to new extension and enrichment tasks)

- ❖ Discussions with children.
- ❖ Background knowledge from parents and past teachers
- ❖ Information from previous schools

Staff are also made aware of the features of underachieving or disaffected able pupils and the school seeks to prioritise their identification and support.

The identification process for all pupils will be ongoing and allow entry to the cohort at any point. Identified pupils will be recorded on the school's able, gifted and talented register which notes their particular abilities and is reviewed and discussed regularly so that all teachers are aware of pupil's needs.

Equal Opportunities

Children will be considered for the able, gifted and talented register irrespective of race, gender or nationality. Mutual respect and tolerance for all cultures will be promoted through all areas of curriculum provision.

Aims

Having identified our gifted and talented pupils we aim to provide:

- ❖ Entitlement to appropriate education for each individual
- ❖ The opportunity to work at higher cognitive levels
- ❖ The opportunity to develop specific skills or talents
- ❖ The opportunity to experience a broader curriculum
- ❖ Support and care for the whole child, both socially and intellectually

Curriculum Provision

The curriculum for the most able and talented pupils should be academically rigorous, intellectually stimulating and sufficiently flexible to meet their educational, social and emotional needs. The classroom should offer a carefully structured positive atmosphere in which the contribution made by all pupils is recognised, differences acknowledged and where enthusiasm for learning is fostered.

The school will seek to discover and utilise a range of strategies to improve the teaching and learning of able, gifted and talented pupils.

These may include:

- ❖ Extension activities (with emphasis on open-ended tasks and questions, deepening understanding of concepts, additional activities around the base themes).
- ❖ Enrichment activities (with emphasis on visiting experts, a wide range of materials and resources, study skills taught directly, enquiry work, increased technical/specialist language etc.)
- ❖ Activities differentiated by task/outcome (including differentiated homework).
- ❖ Opportunities for pupils to initiate discussion and to think creatively.
- ❖ Task involving individual research and problem solving.
- ❖ Activities, which promote high order thinking skills.

- ❖ Extended resources for specific interest.
- ❖ Making children aware of opportunities to be involved in activities outside of the school curriculum as offered by outside agencies; i.e. theatre drama groups, NCFC football coaching, local sports clubs.
- ❖ Where appropriate pupils may join older children for particular teaching. The social and emotional needs of the child will be considered before this action is taken.
- ❖ Extra curricular provision through after school or lunchtime clubs.

The Impact of Able, Gifted and Talented Provision

The provision for able, gifted and talented must impact on the curriculum as a whole to be successful. At all times, the well being of the individual pupil belonging to the able, gifted and talented cohort must be paramount. Research has shown that making appropriate provision for more able pupils often leads to higher levels of achievement for all pupils. Teachers will be supported by subject leaders and, where necessary, the able, gifted and talented co-ordinator, when seeking to introduce new and challenging extension and enrichment activities.

The Able, Gifted and Talented Co-ordinator

The role of the able, gifted and talented co-ordinator is to:

- a) Set up and maintain the register
- b) Monitor progress of those on the register
- c) Liaise with class teachers to support provision for gifted and talented pupils
- d) Research resources suitable for these pupils, and generally support staff in providing for gifted and talented pupils
- e) Develop a resource base as funds allow
- f) Keep themselves up to date with development in this field

Parents

The school encourages parents to take an active part in their children's development, sharing activities and progress with them both formally and informally. In some cases, parents may help with the identification process and they will be informed of their child's particular abilities and/or talents during formal parent/teacher consultations. It is important to offer advice and support for parents, as effective partnership between home and school is vital to the success of able, gifted and talented provision.

To be reviewed: Autumn 2021