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Able, Gifted and Talented Policy

"Don't tell me the sky is the limit when there are footprints on the moon." -Paul Brand

MISSION STATEMENT

At Water Primary School our aim is to teach to inspire, motivate and nurture the next generation of creative and critical thinkers. We work in partnership with parents and the community to achieve the highest standards. Our main goal is to encourage our children to be resilient, respectful and independent learners, who are equipped for lifelong learning. Through stimulating, safe learning environments and excellent opportunities to succeed in and out of the classroom, we encourage children's progress and achievements.

AIMS

At Water, we aim to provide opportunities for the most able pupils (the gifted and talented) to work at an appropriate level and pace, in order to realise their potential. We support the development of the whole child, whilst valuing and celebrating all the special abilities displayed by all children. However, we believe that some children have special abilities and talents and that nurturing these is our responsibility. We aim to develop a strong partnership with the parents of able and gifted children by encouraging them to contribute to enrichment programmes and any special projects.

Definition of Able, Gifted and Talented:

The Ofsted school inspection handbook (January 2014) states that it is 'important to test the school's response to individual needs by observing how well it helps all pupils to make progress and fulfil their potential' and that it may be relevant to pay particular attention to the achievement of 'the highest attainers'.

Definitions:

Able: Children with potential to achieve at a higher level than the majority of their peers in academic subjects.

Talented: Children with a particular ability in art, music, sport or the performing arts.

Gifted: A minority of children who are capable or exceptional in one or more areas of the curriculum and are working a year or more above their peers.

Able, Gifted and Talented students are the top 5-10% of students per school, regardless of the overall ability profile of students.

Identification

"A bright child answers the questions; a gifted child asks the questions."

Identification is a continuous process that is used to ensure effective and suitable provision.

By identifying the AGT children we can assess needs that should inform the planning of work to ensure appropriate pace, match to ability and challenge.

How do we do that?

- Teacher assessment, observation and nomination. (using quantitative and qualitative data)
- Pupil meetings.
- Tracking data
- Parents nominations and discussions with teachers.
- To ensure we identify children who may have abilities in more than one area but not to ignore if they are underachieving in another area.

Identifying the more able with teacher assessment:

Able and Gifted: Children should be exceeding in an area-using KLIPS and National Curriculum Objectives, to assess. (Quantitative)

Identifying the talented: Children should be exceeding the objectives in an area or it is frequently observed that they have a natural talent through observations of specific areas.

Some AGT pupils may be reluctant learners or display other negative attributes such as being keen to disguise their abilities or talents or they may have behavioural problems. At Water, we ensure these children are not overlooked and we foster an inclusive curriculum which enables all children to reach their full potential.

Look out for the child who:

- learns more quickly than others
- has a very retentive memory
- has a wide general knowledge and interest in the world
- is exceptionally musical
- excels in sport
- has advanced social and moral awareness
- is a born leader
- is original, creative and imaginative
- enjoys problem-solving, often missing out the intermediate stages in the process
- is persistent, resourceful, self-directed and can concentrate for an inordinate amount of time on the topic
- has an unusual hobby such as astronomy
- is inquisitive, sceptical and will argue without giving way
- has an advanced vocabulary
- shows initiative and does not follow the crowd
- is versatile and has many interests
- has a good judgement and enjoys debating
- has a well-developed sense of humour
- is either unusually introvert or extrovert
- is more comfortable communicating with adults
- pays great attention to detail
- grasps new concepts with ease
- links areas of knowledge without specific teaching
- is motivated and self-disciplined
- is a lateral or divergent thinker

How we ensure our curriculum is targeted to extend our AGT:

- Ensure children are valued.
- Create a belief where it is okay to exceed.
- Encourage all pupils to be independent learners.
- Promote growth mind-set; we encourage children that it is ok to make mistakes.
- Recognise and celebrate achievement.
- Be aware of how ethnicity, bilingualism, gender and social circumstances can effect learning, expectations and high achievement
- Provide a wide range of extra-curricular activities and clubs
- Provide work at an appropriate level; we ensure children are given targets to extend their learning.
- Provide opportunities for all pupils to work with like-minded peers
- Identify children in our planning and to give them extra challenge.

Roles and Responsibilities

The head teacher, along with the co-ordinator for AGT (Able, Gifted and Talented) children, is responsible for the provision of professional advice to the governing body to ensure that the policy for able and talented pupils is adopted.

The AGT coordinator has the overall responsibility for:

- The day-to-day management of all aspects of the school's work in this area, including provision and the tracking for said pupils.
- Providing guidance to staff.
- Maintaining a register of identified children.
- Evaluating the identification and progress of the AGT group.

The class teachers will be responsible for:

- Providing a curriculum and learning environment that allows all pupils to experience challenge.
- Identifying pupils who are able and talented and informing the co-ordinator.
- Involving pupils in self-assessment procedures when reviewing targets.
- Building the self-esteem of all pupils.

Parental Involvement

The process of identification and further assessments will closely involve the parents and the child. Any meeting or discussion about provision that may be different to other pupils will be monitored and outcomes discussed with all parties involved.

Monitoring and Evaluation:

It is the responsibility of the co-ordinator for Gifted, Able and Talented pupils, working with the class teacher, to monitor the progress and attainment of children. This will be in conjunction with the Curriculum leader.

Equal Opportunities

It is the responsibility of all teachers to ensure that all pupils, irrespective of gender, ability, race and social circumstance, have access to the music curriculum and make the greatest progress possible.