

ST. PAUL'S
CHURCH OF ENGLAND
PRIMARY SCHOOL



ENGAGE - INSPIRE - ACHIEVE

**The Christian family of St Paul's... moving forward together.
A caring, exciting and happy school where everyone
succeeds!**

Able, Gifted and Talented Policy
January 2017

Rationale:

- A key feature of our school's Vision Statement is that we wish to create a culture of achievement.
- We believe that all children are entitled to make the greatest progress possible.
- We believe that any special abilities or talents should be identified as early as possible, and developed during the children's time at this school.
- We believe that parental involvement on many different levels can support us in creating a culture of achievement.

Our Principal Aims:

- Ensure that all staff can successfully identify able, gifted or talented children;
- Provide an education which is appropriate to the abilities and needs of such children;
- Develop the children's thinking skills through extended and enriched learning activities;
- Develop the specific skills or talents of each child;
- Be concerned not only for children's academic development, but also for their social, moral, spiritual and emotional development;
- Involve and encourage parents in meeting the needs of their able, gifted or talented children.
- To provide opportunities for disadvantaged learners.

Definitions

- Able, gifted and talented pupils are those who achieve, or who have the ability to achieve, in advance of the average for their year group in our school.
- **Able** pupils are identified as having 'above average' academic ability in their class
- **Gifted** pupils are those with 'exceptionally above average' academic ability (working at least one to two terms above expectations) in one or more subjects in the statutory curriculum, other than art, music and PE.
- Pupils with **talents** are those with ability in art, music, PE or any sport or creative art.
- We must also recognise the importance of multiple intelligences and emotional intelligence such as empathy, resourcefulness and resilience in identification of children's talents.

The Able, Gifted and Talented Cohort

- 30% across the whole school and the whole curriculum
- 5-10% G&T in each year group (10-20% are Able)
- We will determine the proportion within the cohort of pupils with academic ability, pupils with talents and 'all-rounders'. However, those with academic ability, including all-rounders, will form at least two thirds of the cohort in each group.

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- We will strive to identify those pupils who have the potential to achieve, but who do not regularly demonstrate high achievement. These underachievers will include:
 - Bright but de-motivated children
 - Bright children without 'cultural capital'
 - Bright children with learning difficulties.
- We recognise that gifted and talented pupils are to be found in all socio-economic groups and from a variety of backgrounds. These pupils will have diverse personalities and may have issues such as learning disabilities, behaviour problems, English as a second language etc.; any of which may mask their true potential.

Identification

Identification must be:

- School wide
- Systematic
- Dynamic and on-going
- Justifiable
- Provide for early identification
- Ensure that the identification of children from disadvantaged and minority populations are not overlooked
- Provide opportunities for children's gifts and talents to emerge

Identification will be through a balance of different approaches, and an Able, Gifted and Talented Register will be drawn up on the following kinds of evidence:

- Teachers' nominations based on relevant assessment profiles;
- Parent consultation;
- Feedback from identification tests, and from standard tests, National Curriculum tests, and through the use of Progress Indicators in Primary Schools (PIPS);
- National Curriculum attainment progress records (e.g. pupil-tracking sheets, record cards, reading or spelling tests, and dance, music or sports accreditation).
- Use of the Lancashire KLIPS assessment documents

Provision

This may involve organisational strategies such as the following:

- **Specific budget allocations** - to facilitate the work of the Able, Gifted and Talented Child Coordinator and of relevant challenge projects;
- **Expert provision** - visitors to school making a contribution to the teaching with special knowledge, skills and understanding;
- **Specialist teaching** - recruitment and deployment of teachers who have a background of specific expertise with children of known ability in the subject concerned;
- **Focused teaching** - setting aside specific, planned time to engage with identified individuals or groups of children in line with their attainment and progress;
- **Withdrawal across year groups** - a nominated group of children taken out of their normal classroom to work with a teacher or other adult;

- **Setting** - facilitating smaller teaching groups of pupils with similar attainment levels, including groups of higher attainers.

In-Class Approaches

Class teaching that responds to the needs of able, gifted and talented children may involve strategies such as:

- **Challenge** - providing activities and experiences which engage interest, and stimulate thought and action at a high level;
- **Enrichment** - adding breadth and range to a child's attainment and progress through activities and experiences which consolidate and widen the child's knowledge, skills and understanding;
- **Extension** - providing opportunities for children to increase the depth of their knowledge, skills and understanding;
- **Specialist teaching** - providing teaching that utilises the particular skills and expertise of individual teachers;
- **Team teaching** - team-based approaches in a year group, or in the whole school, which enable the skills or enthusiasms of particular teachers to be made more widely available to able, gifted and talented children;
- **Differentiation** - modifying the learning experiences of able, gifted and talented children so as to promote the opportunities for them to engage primarily in higher-order thinking;
- **Greater Depth** - ensuring AGT children have regular access to greater depth activities to broaden and deepen children's understanding

Out-of-Class Approaches

Out-of-class teaching that responds to the needs of able, gifted and talented children may involve strategies such as:

- Extra-curricular clubs;
- Music or sports practice and performance, or competition opportunities;
- Special events - e.g. field trips, residential visits;
- Providing out-of-school activities within the community;
- Challenge projects for able, gifted and talented children;
- Visits by experts - e.g. dance groups etc.

Roles and Responsibilities

The school's designated ***Able, Gifted and Talented Coordinator*** will:

- Support staff in the identification and setting-up of provision for able, gifted and talented children;
- Collate and monitor the register of able, gifted and talented children;
- Promote the school's agreed policy and practice with regard to the teaching and learning provision for able, gifted and talented children;

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- Audit the quality of provision, write action plans for school improvement, and monitor and evaluate progress with such action plans, in partnership with the school's leadership team and the governing body.
- Monitor the progress of identified AGT children to ensure they continue to make accelerated progress across school.

The *class teachers* will:

- Fulfil their role in the identification and nomination of able, gifted and talented children;
- Deploy the agreed professional approaches to the development of able, gifted and talented children;
- Ensure that the parents of able, gifted and talented children have ample opportunity to contribute to, and receive feedback about, the assessments of their children's progress.

Teachers who are *subject co-ordinators* will:

- Include able, gifted and talented provision into their subject policy
- Monitor the use of teaching approaches when scrutinising books and planning
- Monitor the progress of AGT children within their subject

The School's nominated *governor for Able Gifted and Talented* will:

- support the implementation of a school policy
- support the member of staff responsible for able children
- ensure able children are in the School Improvement Plan.
- ensure curriculum targets include high attainers
- observe the most able at work
- support staff and Governor INSET
- identify budgetary provision for resources
- "champion" the cause of able children

How will this be monitored?

- Discussions will take place with able, gifted and talented children to find out if they feel challenged in school and that appropriate provisions are being made for them;
- Discussions will take place with teaching staff to find out what support and resources they need to support the able, gifted and talented children in their class;
- Analysis and review of SATS, Optional SATS, PIPS results and teacher assessment using the Lancashire KLIPS documents to monitor progress of different cohorts as they move through the school;

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- The head teacher and SLT will monitor teaching and learning of able, gifted and talented children through lesson observations, in line with the school's monitoring programme;
- The able, gifted and talented co-ordinator will monitor short term planning and work in books across the curriculum.

CONCLUSION:

This policy also needs to be in line with other school policies and therefore should be read in conjunction with the following school policies:

Teaching and Learning Policy

Assessment and Record Keeping

Responding to pupils' work / Feedback / Marking policy

Equal Opportunities Policy

Inclusion Policy

Maths Policy

English Policy

ICT Policy

PE Policy

Creative Curriculum Policy

POLICY REVIEW

The AGT Policy will be reviewed every three years or in light of statutory changes

This policy will be ratified by the Governing Body in January 2017

Signed by Mr W Aitkin (Chair of Governors) *W. Aitkin* Date 31.1.17

This policy will be reviewed on or before the following date: January 2020