

Priestley Primary School
Able, Gifted and Talented Policy
Reviewed Spring 2017



Philosophy

At Priestley Primary School we believe we should provide an education that is tailored to the individual and therefore makes learning challenging yet enjoyable with all pupils achieving to their full potential.

The DCFS stated that Able Gifted and Talent pupils are: "Children and young people with one or more abilities developed to a level significantly ahead of their year group (or with the potential to develop those abilities)."

DCSF 2008

The most recent Ofsted criteria states that all lessons have to include the following: **'teaching engages and includes all pupils, with work that is challenging enough and that meets their individual needs, including for the most able pupils'** in order to be outstanding.

Principles

There is no typical student and therefore no typical very able student. Able students, like all students, show huge variations in personality, attitude, behaviour, (and under-achievement). We do not equate ability with intelligence.

- An agreed, shared definition of the terms 'able, more able, gifted, talented and exceptionally talented'.
- Identification of gifted and talented pupils as early as possible.
- Substantiating identification by the use of objective assessment measures.
- Meeting pupils needs with a range of appropriate strategies.
- Raising staff awareness of the range of strategies available to them.
- Providing access to a suitably differentiated and challenging curriculum in order to allow children to deepen their understanding and achieve mastery of the subject.
- An emphasis on creating opportunities for pupils to identify their gifts and talents and for their abilities to flourish.
- Fostering a culture of achievement by creating climate of learning and excellence throughout the school.
- Promoting opportunities for disadvantaged learners.
- Working in partnership with parents or carers to help them promote the children's learning and development.
- Making use of the links with other schools and the wider community to enhance learning opportunities.
- Appointing a Gifted and Talented leader to ensure the above occurs consistently.

Procedures

Definitions

- **Able pupils** show ability in one subject area;
- **Gifted pupils** are more able academically across many subjects
- **Talented pupils** are more able artistically, in sports or in the performing arts.

It is worth pointing out that gifted pupils can also be:

- Good all-rounders
- High achievers in one area
- Of high ability but low in motivation
- Of good verbal ability but have poor writing skills.
- Very able but with a short attention span.
- Very able with poor social skills.
- Keen to disguise their abilities.

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Able and Gifted Pupils

At Priestley, Able, Gifted and Talented children are recognised as being the children who are achieving mastery level in their year group for core subjects (Reading, Writing and Maths) and those achieving over A.R.E. by, at least, one year in foundation subjects. Pupils achieving these levels in one area can be classified as able. Pupils achieving these levels in more than one area can be classified as gifted. These individual pupils will require specific plans to enable their learning needs are met through deepening their knowledge and understanding. Effective provision needs to be planned and evaluated which can then be monitored by the AGT leader. The children are to be identified at the end of each teaching year by the class teacher – additional children can be added if necessary, to enable the next class teacher to identify and plan for the children from the start of the year to ensure that they continue to make the expected accelerated progress (+4 points per term).

Reading, Writing and Maths (points):

	Yr2	Yr3	Yr4	Yr5	Yr6
Expected level for Sept	7.1-9.2	10.1-12.2	13.1-15.2	16.1-18.2	19.1-21.2
Able & Gifted Level	9.3 (mastery)	12.3 (mastery)	15.3 (mastery)	18.3 (mastery)	21.3 (mastery)

Foundation Subjects (A.R.E):

	Yr2	Yr3	Yr4	Yr5	Yr6
Expected level for Sept	6yrs 6months	7yrs 6months	8yrs 6months	9yrs 6months	10yrs 6months
Able & Gifted Level	7years 10months	8years 10months	9years 10months	10years 10months	11years 10months

Talented Pupils

These are those pupils who demonstrate in one area or more abilities which place them into the highest achieving of our school population in sport or the arts. These pupils will be located through the use of the school's Foundation Subject Tracking formats. Pupils classified as being Talented will be signposted to provision outside of school that will further enhance the pupils' abilities.

Identification and Assessment

Identification is usually made by:

- Teacher nomination and then moderation by another teacher
- Reports from previous schools.
- Test results and teacher assessments.
- Pupils' work.
- Checklists of characteristics – generic and subject specific.
- Parental information
- Peer and self nomination
- Information provided by external agencies. (e.g. sports organizations, music tutors etc)

Assessment methods:

- Teacher observations
- Benchmark tests, assessments, end of Key Stage tests, Optional SATs, NFER, and Curriculum assessments etc.
- Response to increased challenge.
- Provision of opportunity.
- Response from external agencies.

Once identified, the class teacher will work alongside the Gifted and Talented leader to validate this nomination with assessment data. If agreed that the criteria are met, the child's name is entered in the Gifted and Talented register and parents and carers maybe invited to school to discuss ways in which the child's needs can be met and how they may be best supported.

Methods of Working

The class teacher will:

- Take steps to identify very able, gifted pupils within their classroom as soon as possible.
- Assess and gather data to support the nomination.
- Liaise with the Gifted and Talented Leader and parents and carers throughout the time the pupil is in their class.
- Agree, plan and implement appropriate provision.
- Record Strategies to be used.
- Include provision in medium and short term planning as appropriate.
- Review provision regularly.

Provision

Provision within the school where a child is more able in one or more particular areas, they will be supported with high expectations and planning within the classroom to enable them to pursue work at their own level. Teachers should seek to use a variety of techniques and strategies to provide for the more able child.

Planning for the more able child.

- Identifying provision for able pupils in subject policies and plans.
- Identify clear stages of development in schemes of work.
- Planning a differentiated curriculum with a balance of whole class, group and individual teaching.
- Setting differentiated homework.
- Differentiated through pace, task dialogue, support, outcome, resource, content and, or responsibility.
- Planning a variety of extension and enrichment activities.

Challenging the more able child:

- Problem solving and investigation to develop reasoning and thinking skills.
- Use and model open-ended questions and tasks
- Introduce elements of competition within and outside peer groups.
- Competition against self through target setting.
- Opportunities for creative and productive thinking.

Extending and enriching the curriculum:

- Visiting experts and range of materials and resources.
- Visits/workshops from poets, writers, artists, actors, dancer etc.
- Increased technical and specialist language.
- Use of subject specialists.
- Mentoring by either similarly talented or suitable encouraging adult.
- Use of additional support such as older pupils.
- Links with outside agencies (music tuition, sports coaches etc)
- After school clubs.
- Participation in competitions
- Cluster activities with other schools

It is the role of the Able, Gifted and Talented leader to:

- Liaise with class teachers, subject leaders.
- Maintain the Gifted and Talented register and update as necessary.
- Liaise with other agencies.
- Liaise with the headteacher.
- Review effectiveness of this policy.
- Research suitable resources.
- Keep up to date with information regarding the provision for Able, Gifted and Talented pupils.
- Liaise with a named Gifted and Talented Governor.

To be reviewed Spring 2020