



*We can and we will*

# GLEBE PRIMARY SCHOOL

## Able, Gifted and Talented Policy

### Mission Statement

At Glebe School we believe in an ethos that values the whole child. We strive to enable all children to achieve their full potential academically, socially and emotionally.

### Aims & Objectives

At Glebe Primary School, we are committed to providing a secure and stimulating environment for all our pupils. We value excellence, recognise achievement and celebrate the success and effort of all our children, encouraging strong role models. Our excellent teaching and learning aims to maximise opportunities and develop the children's confidence, so they can challenge themselves and take risks. We believe in treating pupils as individuals, providing an education that is suited to their particular needs and abilities. This is especially relevant with children identified as able, gifted or talented, regardless of their gender or background.

To ensure that these pupils reach their full potential, it is important to adopt and implement appropriate policies and practices to fulfil their educational and social needs. Their specific talents and skills need to be nurtured; by providing them with either the opportunities to work at high cognitive levels in academic areas; or a chance to aspire for creative or physical excellence, whilst still ensuring the holistic needs of the child are met, in order to provide a well-rounded education.

### Definitions

The DCSF (Department for Children, Schools and Families) defines able, gifted and talented learners as:

**“Those children and young people with one or more abilities developed to a level significantly ahead of their year group (or with potential to develop those abilities).”**

They can be identified in any year and amount to 7-10% of the school population.

**Able learners** are defined as those who have abilities in one or more subjects in the statutory school curriculum, other than art and design, music and PE. They have the capacity for, or demonstrate, high levels of performance in an academic area. This also includes children who are leaders or role models and who display outstanding leadership and/or social skills.

**Gifted children** are defined as those with an innate ability, who present a natural, outstanding aptitude or competence for exceptional performance.

**A talented pupil** is one who demonstrates high levels of achievement with a specific ability in a non-academic area, including art, music, sport or the performing arts.

### **Identification of the Gifted and Talented**

The identification of the gifted and talented pupils is a process in which the whole teaching and support staff participate in; as well as parents, carers and the children themselves. The process starts as soon as children enter Glebe and is reviewed constantly. Before identifying any child as able, gifted or talented in any area, we aim to ensure that all children have had the opportunity to learn and succeed in this area. This makes the identification process fairer.

Identification must also be based on ability, not on achievement. Some children can “underachieve” for a variety of reasons such as: peer pressure; behaviour problems; special educational needs or reluctant learners and all staff need to be aware of this and look for “hidden talents.” Both qualitative and quantitative information can be used for identification purposes.

It is worth remembering that gifted and talented pupils can be:

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

### **Provision for the Gifted and Talented**

At Glebe, the main focus is to improve provision for able pupils in day-to-day teaching and learning. There are two basic ways of meeting the needs of gifted and talented pupils, *enrichment* and *extension*.

*Enrichment* consists of broadening a pupil’s education. This can consist of enabling a pupil to study aspects of topic that there would not normally be time to study, or it can consist of adding extra subjects to the curriculum.

*Extension* occurs when pupils are encouraged to develop more sophisticated thinking and reasoning skills.

Opportunities for extension and enrichment are built into all our schemes of work across all curriculum areas.

### **Types of Provision**

Class provision:

- Teachers have high expectations.

- Teaching is personalised, pacy and challenging.
- Tasks are designed to take account of levels of existing knowledge, skills and understanding and are differentiated appropriately.
- There are planned extension opportunities or open-ended tasks that promote higher order thinking skills.
- A variety of grouping is used effectively e.g. Setting, mixed ability etc.
- Enrichment of learning.

School based provision, varying according to subject area and covered using a variety of methods:

- Shared celebration of children's achievements.
- School clubs including sports, arts, music.
- School councils.
- Enrichment opportunities including specialist days.
- Intervention Groups, where applicable.
- Opportunities to learn a variety of musical instruments.
- Opportunities for performance.
- Partnership with other schools, including secondary schools.

Out of school provision:

- To help children find support, training and clubs for more diverse talents.
- Opportunities to enter national schemes/competitions.
- Ensure close secondary liaison.

### **Process for Review and Development**

Class teachers and Phase Leaders are responsible for:

- identifying able, gifted and talented pupils and monitoring their progress
- ensuring liaison with parents where necessary
- monitoring provision
- identification of any suitable mentors for pupils
- provision of any necessary resources
- keeping up to date with information to do with the AGT and feeding back to the staff
- developing links with agencies or organisations that support AGT
- consulting with the SLT, staff and governors.

September 2016

To be reviewed: September 2018