

Heathfield Primary School



Able, Gifted and Talented Policy

Signed Head:
Signed Chair:
Date:

General Definitions

- Those pupils who demonstrate in one or more areas abilities which place them into the highest achieving 20% of our school population and would benefit from an effective and planned differentiation programme
- Those pupils who have a broad spectrum of high ability when viewed against national norms
- Those pupils who have a particular skill and ability in discrete areas e.g. art, maths, music, P.E. etc.

Exceptionally able pupils (top 2%) may have very distinctive needs that may require a significant modification of the curriculum.

Specific Definitions

Lancashire guidelines make use of the following definitions:

- Gifted- exceptional performance, MENSA definition, top few children, e.g., Reception child knowing fractions of numbers, often very/specifically able in one area, possibly listed on the SEN Register
- Able- the potential to achieve at a higher level than the majority of peers in academic/book based subjects, Literacy, Numeracy, Science, History (top group children).
- Talented- a particular ability/skill in creative areas, dance, drama, sports.

Further children to be identified-

- Potentially Able/Possibly Underachieving
- Specifically Able
- Generally Able

Lancashire guidance states that up to 30% of children can be identified as the More Able cohort. Following discussion, Heathfield staff have agreed to use the Lancashire definitions.

Aims

The main aim of the school is to educate each child to the limit of his/her potential in a caring, well-disciplined, stimulating environment linked closely with home and family.

As a school we wish to promote and encourage:

- recognition that the more able 20% of pupils require appropriate differentiation;
- identification of these children;
- appropriate assessment of their abilities and needs
- development of their spiritual, moral, social and cultural experiences at a level appropriate to their abilities;
- the awareness of learning tasks that are relevant, enjoyable and extend conceptual structures;
- staff training and awareness;
- parental support;
- links with other agencies that may help the development of these particular pupils

Identification/ Assessment

It is expected that a child will be identified as able by their class teacher or in the case of extracurricular activities, by parent or other adult. A subject specialist or adviser outside the school may confirm evidence of particular skills.

Evidence can include:

- a comparison of learning behaviour within the peer group;
- language acquisition;
- fine and gross motor skills;
- moderation of work by other members of staff;
- referenced testing;
- SAT and teacher assessment

Teachers who identify specific children in the 2% band should inform the Co-ordinator for Able, Gifted and Talented children- Miss C Wilkinson.

The governor with special responsibility is Mrs Nafisa Hakim

Role of the Co-ordinator

Responsibilities will include:

- monitoring early identification- pupils from other schools, new intake, etc.
- arrangements for identification within school;
- that all staff involved with identified children know of their particular needs and are encouraged to make provision for them;
- updating colleagues on best practice or new initiatives as they arise;
- the development of extension and enrichment material;
- the monitoring of progress made and reviews of individual children;
- the recruitment of help or expertise as required.

Subject leaders need to consider AGT children when

- Observing lessons
- Monitoring planning
- Looking at bundles of work.
- How successful is the provision in each subject at challenging AGT children?
- What opportunities do we offer to promote necessary skills?

Provision in the classroom

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. Teachers should seek to provide tasks that promote problem-solving skills associated with clear thinking and a spirit of investigation should be encouraged.

Teachers should demonstrate good questioning techniques.

An inventory of good practice within our school:

- full class teaching- in an atmosphere of mutual respect where mistakes are accepted as a route to learning;
- setting- by social groups, ability groups or mixed aptitude groups including Kagan 4s;

- withdrawal- to create an atmosphere conducive to enquiry, to use specific resources or materials;
- mentoring- for social or skill based needs;
- enrichment- visiting experts, range of materials and resources, study skills taught directly, investigation work, increased technical/ specialist language, etc.;
- extension- open-ended tasks and questions, deepening understanding of concepts, additional activities around the basic themes;
- differentiation- matching tasks to ability;
- challenge- introducing elements of competition with older pupils or wider arena than peer group. Also competition against self is important- clear targeting;
- problem solving and investigation- to develop reasoning and thinking skills.

Outside school

The most effective support the school can provide to parents of able children is via open communication of information about progress and strategies adopted.

The school will need to make use of:

- The special skills of individual members of staff;
- The use of visiting experts;
- The schools' library service
- Specialist schools and societies
- National associations
- The Internet.

Review Procedure

This policy will be open to an annual review by the senior leadership team and a full staff meeting.

Particular attention will be paid in each review to:

- identification and assessment issues;
- parent and outside involvement;
- good classroom practice.

AGT Children

Good Teaching

- Probing Questions – link to Blooms
- Freedom/Choice
- Open ended
- AFL- metacognition- knowing myself as a learner- Q at start of year
- What have I learnt today?
- Why- clear objectives
- High expectations
- Differentiation
- Role play
- Problem solving/ enquiry based
- Plan-Do-Review
- Provide the answer-
- Technical language
- Plus-Minus-Interesting

- What is the question?
- Opportunities for failure/challenge
- DOK challenges – depth of knowledge