

# **LAVANT C.E. PRIMARY SCHOOL**



## **POLICY FOR ABLE, GIFTED AND TALENTED PUPILS**

Written  
Review

November 2016  
November 2019

## **School Aims**

- To provide inspirational real life learning experiences which challenge, engage and motivate within a creative, inclusive Christian environment.
- To nurture reflective learners who have a sense of responsibility, humility and respect.
- To encourage effective, purposeful collaboration between individuals, who understand the importance of their contribution to local and global communities.
- To foster a life-long love of learning where individuals think deeply, accept challenges and take risks with the perseverance to adapt and aspire.

At Lavant C.E. Primary School we seek to be inclusive in all we do. The above aims therefore encompass children of all abilities, including able, gifted and talented pupils. This policy sets out how we identify, provide for and assess the progress of able, gifted and talented pupils at our School.

At Lavant CE Primary school we are committed to providing a secure and stimulating environment for all our pupils. We promote and value challenge, creativity and independence in all our pupils, but our able, gifted and talented children are used as strong role models for others. Our excellent teaching and learning aims to maximise opportunities and develop the children's confidence, so they can challenge themselves and reflect on their learning and take risks. We believe in treating children 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 children 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. We believe a strong able, gifted and talented programme is vital to support the values of our school, as it promotes improved performance across the board, lifting the aspirations of children, teachers and support staff.

## **Definitions**

Able, gifted and talented learners are described 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 these 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 P.E. They have the capacity for, or demonstrate high levels of performance in an academic area. This 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 child 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 Able, Gifted and Talented**

The identification of the gifted and talented pupils is a process in which the whole teaching and support staff participate; as well as parents, carers and the children themselves. The process starts as soon as children enter Lavant CE Primary and is reviewed regularly, and updated at least every autumn term. Before identifying any child as 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. A register of able, gifted and talented pupils is kept by the school but talents and abilities emerge at different times due to developmental issues, and as new opportunities arise, therefore inclusion in the cohort is not permanent. If it is perceived by parties that inclusion is no longer beneficial, children may be moved off, either temporary or permanently.

Identification must also be based on ability, not achievement. Some children can 'underachieve' for a variety of reasons such as: peer pressure; behaviour problems; special educational needs and maybe 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.

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

At Lavant CE Primary the main focus is to improve provision for able children in day-to-day teaching and learning. There are three basic ways of meeting the needs of able, gifted and talented children; mastery at greater depth, enrichment and extension.

Able, gifted and talented children master the curriculum at greater depth and can apply the curriculum in more complex and in-depth, cross-objective, multi-modal methods. They demonstrate how skilfully they can apply their learning. Mastery at greater depth is not just knowing a fact, but it is using that fact in increasingly more complex situations.

Enrichment consists of broadening a child's education. This can consist of enabling a child to study aspects of topic that there would not normally be time to study.

Extension occurs when children are encouraged to develop more sophisticated thinking and reasoning skills, and apply these skills to every more complex problems and situations.

## **Types of provision**

Class provision:

All teachers have high expectations.

Teaching is personalised, well-paced, 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 pupil groups and councils.

Enrichment opportunities including specialist days.

Enrichment Groups.

Opportunities to learn a variety of musical instruments.

Opportunities for performance.

Partnership with GAS and Chichester Locality schools.

Out of school provision:

To help children find support, training and clubs for more diverse talents.

Ensure close secondary liaison.

### **Process for review and development**

The able, gifted and talented leader, Mr Adrian King, with the support and active participation of subject leaders and whole staff, is responsible for:

- updating and reviewing the information record of children on the able, gifted and talented register and monitoring their progress ensuring liaison with parents where necessary
- reviewing the policy
- monitoring provision
- identification of any suitable mentors for children
- provision of any necessary resources
- providing enrichment opportunities both inside and out of school
- keeping up to date with information to do with the AGT and feeding back to staff
- developing links with agencies or organisations that support AGT
- consulting with staff and governors

Policy updated: 24th November 2016