



Policy for Able, Gifted and Talented

Our mission statement is 'Valuing Potential; Creating Opportunities'

This policy to be read in conjunction with all curriculum policies, Equal Opportunities Policy, Assessment and Marking Policies, Teaching & Learning Policy, Inclusion Policy

DATE OF POLICY:	JANUARY 2019	DATE OF NEXT REVIEW:	JANUARY 2021
MONITORED BY:	SENIOR LEADERSHIP TEAM	TEACHING & LEARNING COMMITTEE	

VISION

Hartsbourne Primary School is an inclusive learning community where we are building a strong school **community**; inspiring pupils to gain the **confidence**, resilience and independence to become **life-long learners**, making the best **progress** possible and creating happy memories.

RATIONALE

At Hartsbourne Primary School, we are committed to:

- Providing high-quality teaching which makes learning challenging, engaging and motivating.
- Helping our pupils to develop their skills and abilities, intellectually, emotionally and socially.
- Working for quality and equality of opportunity

This policy is an integral part of the school's broader development of maximum inclusion of educational opportunity for all pupils and states our commitment to providing an environment in which all pupils are enabled to realise their potential. Our policy for able and exceptionally able pupils is one of inclusivity, not one where only a select few benefit.

We have high but realistic expectations of all pupils at Hartsbourne and offer an exciting and stimulating curriculum based on the National Curriculum and ensuring children receive a firm, broad and well-balanced academic foundation.

All children will be encouraged to develop levels of higher order thinking and the skills necessary to become creative problem solvers. We aim to provide differentiated paths that all children may follow whilst recognising that some children will travel further than others.

AIMS AND OBJECTIVES

We will ensure that all students have opportunities to develop specific abilities, skills or talents through the following aims and objectives:

- Consistently high expectations of achievement.
- Raise the aspirations of all pupils by exposing them to skilled academics, scientists and engineers to inspire and develop creative ideas and break down stereotypes.
- Provide opportunities for pupils to engage in higher order thinking skills.
- Promote creativity across the whole curriculum and draw on pupils' interests.
- Encourage enterprise, self-reliance and independence for all pupils.
- Develop the skills of problem solving and task completion.

DEFINITIONS

There are many definitions of AGT behaviours, for example: 'Gifted behaviour happens in certain people, at certain times and under certain conditions. Highly gifted behaviour depends upon a child having an above average level of ability, a commitment to task and creativity.' (Joseph Renzulli – see diagram in Appendix 1). DfE guidance suggests:



- 'Gifted' learners are those who have abilities in one or more subjects in the statutory curriculum other than art and design, music and PE.
- 'Talented' learners are those who have abilities in art and design, music, PE or performing arts such as dance and drama.

We recognise that able, gifted and talented pupils can be good all-rounders, high achievers in one area, and/or have high ability but poor communication/writing skills.

Task Commitment involves the child having:

- The capacity for high levels of interest, enthusiasm, fascination and involvement in a problem, area of study or form of human expression.
- The capacity for perseverance, endurance, determination, hard work and dedicated practice.
- Self-confidence and belief with the drive to achieve.
- The ability to identify significant problems within specialised areas.
- The ability to tune into major channels of communication and new developments in a field.
- The ability to set high standards for one's work, self-evaluate and accept constructive criticism. Evaluate the work of others.

IDENTIFICATION AND RECORD KEEPING

Staff will use the following processes to identify children's special abilities and talents:

- Staff observations and discussions with pupils.
- Parental observations and feedback from external (specialised) teachers.
- Assessment of ability with the levels of task commitment and creativity.
- Standardised assessment scores, reading and spelling ages.
- External examination results e.g. in a musical instrument, dance, sports.

Record of able, gifted and talented pupils

Class teachers will identify able, gifted and talented pupils on their subject assessment sheets (milestones) and share with the next class teacher as appropriate.

ORGANISATION AND PROVISION

Opportunities from across the whole school:

- The provision of opportunities to work with pupils of similar ability. This will mean that it is appropriate for pupils to work with older pupils occasionally.
- Mentoring and additional provision for pupils of exceptional ability.
- The provision of enrichment/extension activities and tasks.
- Differentiation within subject areas.
- The development of independent learning by allowing pupils to organize their own learning, to carry out tasks unaided, evaluate their work and become self-critical.
- Opportunities for students to follow their own interests and to extend the breadth and depth of subject-specific knowledge (rather than simply accelerating through modules or levels).

Within the classroom:

- High teacher expectation and specific praise for individual achievements.
- Lesson plans which provide appropriate differentiation for all students at mastery level.
- Pace of lessons to match speed of individual learners.
- The use of differentiated questioning techniques to engage higher level thinking skills.
- The use of a variety of teaching and learning strategies to engage and motivate pupils.



PROVISION

High quality teaching for ALL pupils

Developing higher order thinking skills, independent study skills and research and enquiry skills. These activities are open-ended and are differentiated by task so that all levels of ability can be involved. Staff are encouraged to include enrichment activities which develop higher order thinking skills (analysis, synthesis and evaluation) in all their schemes of work.

Expertise and enrichment for ALL pupils

Introducing children to topics or areas of study that they might develop an interest in. Topics may be introduced by guest speakers, mini-courses, demonstrations, artistic performances, films, slides, audio tapes/records, videotapes, TV programmes, newspaper/magazine articles, displays, field trips, museums, learning centres, classroom enrichment areas etc. All levels of ability may benefit from these activities.

Specialised programme of study

Individual or small group activities using appropriate methods of inquiry. The success of this kind of activity depends on the task commitment of the child, the encouragement given by adults and the resources available. Some activities may be short and succinct, others may be long ranging. Support for the child will be provided by staff at the school and/or expert staff from a school in the Trust.

Out of class activities

The following are offered on a regular basis and, although these benefit all pupils, they are particularly apt for ensuring that pupils who have potential in these areas are given opportunities to practice and extend their skills.

- Enrichment days, workshops from visiting 'experts' One-off activity eg theatre visit
- Residential experience (Y6), themed weeks, school clubs
- Musical and sporting activities across the Trust or with other local schools

ROLES AND RESPONSIBILITIES

The Senior Leadership Team are responsible for ensuring that AGT pupils are appropriately challenged and monitored to ensure they achieve their full potential. assessment across the school. Class teachers are responsible for assessment of the children in their care and curriculum subject leaders are responsible for monitoring assessment in their subject area. Staff are responsible for:

- Being an exemplar of good practice and sharing ideas with colleagues.
- Ensuring the consistent implementation of our policies.
- Promoting differentiation and the development of an exciting, challenging curriculum.
- Being familiar with current initiatives, resources and research to keep all staff informed.
- Talking to children about their learning and their interests and monitoring progress.
- Regularly liaising with parents.

Parents are asked to share their knowledge of the special interests or abilities that their children have with the class teacher or Senco. They are also encouraged to help with enrichment activities in school and any special or creative projects that their child may become engaged in.

ENTITLEMENT

It is the entitlement of every child at Hartsbourne to be given a high-quality education that develops their strengths, addresses individual need and ensures appropriate progression through the curriculum.



APPENDIX 1

Generic checklist

Able, gifted and talented students will not necessarily share the same talents, but are more likely than most students to:

- remember something previously learned and make use of the information in a new context;
- explain their understanding of concepts to others in their own words;
- have analytical ability, e.g. understanding how parts relate to the whole, understanding structure, motive and style in literature, able to identify strengths and weaknesses;
- the ability to synthesise re-forming individual parts to make a new whole, e.g. in designing, composing, creating, constructing, interpreting, developing and improving;
- be able to evaluate, making judgements against criteria and giving valid rationales for their decisions;
- think quickly and accurately;
- work systematically;
- generate creative working solutions;
- have a flexible approach to work;
- communicate their thoughts and ideas well;
- be interested in finding patterns;
- be determined and diligent in seeing tasks which interest them through to the end;
- be particularly creative;
- show great sensitivity or empathy;
- demonstrate some particular physical dexterity or skill;
- make sound judgements;
- be outstanding leaders or team members;
- be fascinated and/or passionate about a subject or aspect of the curriculum.

Underachievers who are able, gifted and talented may not demonstrate many of the above, due to disability or disadvantage. However, they are likely to show some of the following characteristics:

- apparently bored and unmotivated;
- quick to learn new concepts;
- inventive and original, but impatient and reluctant to persevere;
- critical of the school and its values;
- abrasively humorous with an ironic perception of other people's weaknesses and motives;
- orally good, while written work may be poor or incomplete;
- not interested in seeking the teacher's approval;
- restless and easily distracted, also the cause of distraction to others;
- friendly with older students or adults, rejecting the peer group;
- able to pose and solve problems, especially if unrelated to school tasks;
- challenging in behaviour, suffering from low self-esteem;
- setting unrealistic goals – too high or too low;
- able to ask provocative, searching questions;

Diagram of Renzulli's definition of able, gifted and talented people:

