



## Policy

# Able, Gifted and Talented Pupils

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This policy has been written with regard to the guidance 'Working together to safeguard children', 'Keeping children safe in education' and the 'Special Education Needs Code of Practice', which places Special Education Needs and Disabilities together and abbreviated to SEND. A copy can be seen in the Headteacher's Office.

The overall objective of the school's Equality Policy, in line with the Equality Act 2010, is to provide a framework for the school to pursue its equality duties to eliminate unlawful discrimination and harassment, promote equality of opportunity, and promote good relations and positive attitudes between people of diverse backgrounds in all its activities.

<b>Title</b>	Able, Gifted and Talented Pupils
<b>Policy Reference</b>	AG&T-Jan-2017
<b>Date of Issue</b>	September 2016
<b>Review Date</b>	September 2019
<b>Prepared by</b>	Headteacher
<b>To be reviewed by</b>	Headteacher and Governors
<b>Appendices</b>	Appendix 1: Job description of AG&T co-ordinator
<b>Supply / distribution</b>	Available as a read-only document on the Fynamore school website and hardcopy in the school office.
<b>Other relevant approved documents</b>	None
<b>Authorised by</b>	Headteacher and Governors

## **1. Purpose**

To ensure that the needs of Able, Gifted and Talented children at Fynamore School are identified and met within the available resources.

## **2. Statement of School AG&T Philosophy and Aims**

- a. The Governors and staff at Fynamore Primary School acknowledge the potential of each individual pupil and as such seek to support the Able Gifted and Talented within our school through a broad range of opportunities.
- b. We believe that the social and emotional growth of Able Gifted and Talented pupils should be encouraged alongside the development of academic and practical potential.
- c. We seek to be inclusive in our approach and sensitive to the potential impact of labelling a group of pupils as Able Gifted and Talented.
- d. We believe that supporting the needs of Able Gifted and Talented pupils is a factor in raising the achievements for all.
- e. We believe in providing appropriate challenge within the broad and balanced curriculum of the school.

## **3. Definition of Able Gifted and Talented**

We use the DFE term Able to mean the top 5% of the school's intake. This number is reported to the Government. Gifted refers to pupils who achieve or have the ability to achieve at a level significantly in advance of their year group, in one or more subjects in the statutory curriculum. Talented refers to pupils who have this ability or potential in art, music, PE, sport or creative art.

## **4. Consultation**

This policy was developed by the Inclusion Committee and agreed by the Full Governing Body.

## **5. Relationship to Other Policies**

This policy relates to the requirement for the Curriculum Policy to meet the needs of all children. Where the children also fall into other recognised groups e.g. SEN, EAL, PP their needs are considered under all relevant policies.

- a. We aim to identify Able Gifted and Talented pupils using a variety of methods. For core subjects, we use an assessment tool, Classroom Monitor to identify children that are 'exceeding' in reading, writing and maths for their year group.
- b. We promote the early identification of Able Gifted and Talented pupils; use information passed on by other schools and exchange information within the school.
- c. We use SATs scores, standardised tests and internal tests/examination results.

- d. The school has a named person responsible for the overview of able pupils, introduction of the agreed policy, monitoring and review (see Appendix 1 for job description of co-ordinator).
- e. We hold a variety of whole school events to aid in the identification of gifted and talented pupils.

## **6. Provision within the school and beyond**

We aim within the given structure of the school to:

- a. Group pupils in ways which teachers/curriculum leaders feel will maximise the quality of teaching and learning.
- b. Identify in planning differentiated work/resources and opportunities for open-ended homework.
- c. Use setting where appropriate.
- d. Use support to further the learning of our able gifted and talented pupils.
- e. Develop and provide opportunities for extension work/projects.
- f. Provide appropriate pastoral care by way of named person (AG&T Co-ordinator Kate Summers), in recognition of the particular emotional and psychological needs of able, gifted and talented pupils. Pupils are monitored using PASS: Pupil Attitudes to Self and School.
- g. Provide opportunities for professional development of individual teachers or curriculum teams to inform teaching strategies.
- h. Make contact with experts external to the school.
- i. Raise the awareness of extra curricular opportunities to encourage talent to flourish e.g. Summer Schools, Braeside AG&T courses, school council, school publications, etc.
- j. Encourage the use of 'thinking skills' as a tool for open ended questioning and exploration.

## **7. Teacher/Pupil Skill Development across the Curriculum**

We recognised that Able Gifted and Talented pupils are entitled to develop their knowledge, skills and understanding in full. We will endeavour to promote this through the enhancement of teachers' own awareness and skills. We aim to:

- a. Ensure the teaching of questioning skills to a high level for teachers and pupils.
- b. Promote the teaching of thinking and problem-solving across all curriculum areas.
- c. Provide opportunities to develop effective research techniques, library and ICT skills.
- d. Encourage the development of a wide variety of recording and communication skills.
- e. Promote a culture of determination to succeed.
- f. Encourage and celebrate the expression of special ability – musical, sporting, theatrical performances and art work through regular assemblies, presentations, commendations, certificates etc.
- g. Teachers with particular strengths and specialist knowledge utilise their skills with group of AG&T children.
- h. Provide specialist Year 6 tuition to enable pupils to maximise their results.

## **8. Roles and Responsibilities**

The school has a named person as Co-ordinator for Able Gifted and Talented pupils who will consult with teachers and senior management to monitor the needs and progress of identified pupils. The Co-ordinator under the supervision of the Head and Governing Body ensures that:

- a. A list of Able, Gifted and Talented pupils is maintained.
- b. All teachers are involved in identifying Able Gifted and Talented pupils annually as a whole-school process and when AG&T comes to their attention.
- c. There is liaison with teachers/senior management to develop and agree effective methods of collecting, monitoring and data evaluating pertaining to the Able Gifted and Talented pupils;
- d. The needs of Able Gifted and Talented pupils are being met.
- e. There is consultation with Able Gifted and Talented pupils in order to monitor the effective implementation of the policy
- f. Information is provided for the Governors and to parents of Able Gifted and Talented pupils.
- g. The policy is annually reviewed in accordance with DfE guidelines.
- h. Enrichment activities are organised e.g. Challenge Day.
- i. There is liaison with KS3 to ensure continued provision for Able Gifted and Talented pupils.
- j. A resource bank of suitable materials is developed.
- k. Community links are developed to provide opportunities for Able Gifted and Talented pupils.

## **9. Arrangement for Monitoring and Evaluation**

The school utilises a wide range of processes to monitor and evaluate the effectiveness of the AG&T policy and provision for AG&T children.

The following outlines some of the processes, but is not intended to provide an exhaustive list:

- Reports to every meeting of the Board of Governors
- Annual review of AG&T policy
- Ofsted
- Governor visit to school
- Pupil questionnaires
- Parent questionnaires
- School Council
- Complaints procedure

## **10. Link Governors**

The role of the link Governor is to establish links between the governing body, its committees (in particular Monitoring and Evaluation Committee) and the staff. They ensure that literacy and numeracy remain high on the school's agenda,

promote the interests of the subject, and support positive liaison and involvement with parents.

Link Governors are expected to establish an effective relationship with subject leaders to develop a broad understanding of the curriculum at subject level. They should be able to report to full Governors on attainment and progress in their subject. A minimum of three visits per year should include a visit to the classroom to observe the subject, a review of the subject action plan and the

## **11. Policy Monitoring**

The Governing Body's Monitoring and Evaluation Committee will monitor and review this policy annually as part of its terms of reference.

### Job Description for the Co-ordinator for Able Gifted and Talented Pupils

- Advise on development and revision of school policy.
- Liaise with subject co-ordinators on their policies and practices, and the development of subject-specific checklists.
- Make suggestions for the in-service needs of the school.
- Gather information relating to identification of Able Gifted and Talented pupils.
- Communicate with parents of Able Gifted and Talented pupils.
- Organise enrichment activities.
- Promote the use of clubs, special events, competitions, etc.
- Liaise with other phases to ensure continuity and good communication.
- Link with relevant association and other external agencies.
- Keep up-to-date with educational literature and bring items of interest to staff.
- Establish a resource bank of relevant and suitable materials.
- Encourage the development/production or enrichment materials.
- Work with the school library and other resource bases.
- Develop appropriate community links.
- Monitor and evaluate the provision and suggest improvements to the headteacher.
- Develop a system of monitoring the progress of Able, Gifted and Talented pupils.
- Provide pastoral care.