



## Able, Gifted and Talented

### Provision for Able, Gifted & Talented Pupils

#### Policy Statement

At Castle Hills Primary School we believe that all children are entitled to an education that will enable them to develop their full potential, be that intellectual, physical, aesthetic, creative, emotional, spiritual or social; finding appropriate challenge in our learning environment.

All pupils have individual needs, which put personalised learning at the heart of our learning and teaching. Castle Hills Primary School is committed to providing an equality of challenge for all pupils and an inspiring education for life.

#### Inspiring Values for Life

- Vision, values, culture and ethos are shared by the whole School community.
- Pupils are happy, secure, confident and valued for their individuality.
- Pupils develop spiritual and moral values, self-discipline, responsibility, resilience and respect for themselves, others and the environment.
- Staff who are energetic, passionate about their subject and committed to the value of an all-round education.
- A positive and inclusive relationship is nurtured with parents and the wider community.

#### Inspiring Learning for Life

- Pupils achieve their academic potential through high quality teaching which is forward-looking, encourages independent thinking and lays the foundations for lifelong learning.
- Staff continue to develop in their roles through high quality support, guidance and on-going training.
- Inspirational learning environments support the philosophy and aims of the School.
- Regular and robust self-evaluation and collective review ensures that the whole School is a learning organisation.

#### Inspiring Interests for Life

- The curriculum is broad and balanced, offering rich and varied opportunities for the development of academic interest and intellectual curiosity.
- The co-curriculum offers a wide range of enriching, enjoyable and challenging activities, which stimulate and develop the interests of each child, and promote a healthy lifestyle.

#### General Rationale

At Castle Hills Primary School, we aim to provide entitlement to:

- Lessons that stimulate, engage, challenge, inform, excite or encourage through partnership and dialogue with teachers and other pupils, and active participation in the lesson.

- Staff commitment and training to develop pupils' full potential at all times.
- Skilled, organised and informed teachers who have a perspective and understanding of whole school needs, problems and policies, especially those concerning issues related to those pupils identified as AG&T.
- An entitlement beyond subject teaching, including preparation for secondary education, for adult life and preparation for the world of work. This includes extra-curricular activity, personal and social education.

### Links to other policies

- SEND Policy
- Teaching and Learning Policy

This document is reviewed annually by the Able, Gifted and Talented Coordinator, Mrs. Cronin. The next review date is September 2016.

### Definitions

#### Able pupils

'Able pupils' refers to pupils who achieve, or have the ability to achieve, above average (compared with the attainment of other pupils in their year group at Castle Hills Primary School) in one or more of the National Curriculum subjects.

#### Gifted pupils

'Gifted pupils' refers to pupils who achieve, or have the ability to achieve, **significantly** above average (compared with the attainment of other pupils in their year group at Castle Hills Primary School) in one or more of the National Curriculum subjects.

#### Talented pupils

Talented refers to those pupils who achieve, or have the ability to achieve, **significantly** above average in art, technology, performing arts and physical education, compared with the attainment of other pupils in their year group at Castle Hills Primary School.

According to Renzulli (1986) giftedness not only involves above average ability but also involves task commitment and creativity. Task commitment and creativity have been included for the following reasons:

- To let pupils know that there is more to being on the Able, Gifted and Talented register than high achievement in test scores. Commitment and application of ability is also required. To help curriculum areas to identify those pupils who have the potential to be highly productive and not just the pupils who come in with high attainment targets.
- To raise awareness of the fact that provision for the Able, Gifted and Talented also needs to encourage task commitment and creativity.

#### Pupils with high task commitment might show the following:

- The capacity for high levels of interest, enthusiasm, fascination and involvement in a particular problem, area of study, or form of human expression.
- The capacity for perseverance, endurance, determination, hard work, and dedicated practice. Setting high standards for one's work; maintaining openness to self and external

criticism; developing an aesthetic sense of taste, quality, and excellence about one's own work and the work of others.

**Pupils with high creativity might show the following:**

- Fluency, flexibility, and originality of thought.
- Openness to experience; receptive to that which is new and different (even irrational) in thoughts, actions, and products of oneself and others.
- Curious, speculative, adventurous, and "mentally playful"; willing to take risk in thought and action, even to the point of being uninhibited.
- Sensitivity to detail and aesthetic characteristics of ideas and things.
- Willingness to act on and react to external stimulation and one's own ideas and feelings.

**Castle Hills Primary School Procedures**

At Castle Hills Primary School, we agree and endorse these definitions.

**Identification**

Able, Gifted and Talented pupils are identified by making a judgement based on an analysis of various sources of information, including:

- Teacher nomination (based on classroom observation, work scrutiny)
- Checklist of characteristics – generic and subject specific
- Children working above age related expectations and peers

This information is collated by the Coordinator of the Able, Gifted and Talented and is made available to all staff. The register details the subjects for which pupils have been identified as "Gifted" or "Talented".

**Additional Methods of Identification:**

If at any point a pupil is recommended as being Able, Gifted and Talented, then it will be the responsibility of the Coordinator to investigate this. This may be done using the following methods:

- Discussion with the pupil
- Discussion with relevant staff and parents, to include assessment data and pupil's work where relevant

Staff will use the AG&T register to identify pupils and provide appropriate provision for them in lessons.

Towards the end of each academic year teachers will be asked to review the lists of their AG&T pupils for each year group. At this point the following options are possible:

- Pupils currently on the register remain on the register (no evidence required)
- Pupils who have consistently met the outlined criteria could be added to the register (no evidence required)
- Pupils could be removed from the register if they have failed to meet the criteria. Teachers must give brief reasons to the Gifted and Talented Coordinator for this in writing. The reasons could include: behaviour concerns, homework concerns, effort concerns, absence, attainment concerns and must include any intervention that has been put in place.

This information will then be used to form the AG&T register for the following year.

**Provision: in-class approach**

Strategies include:

- The coherent management of pupil groupings (whether in mixed ability groups or ability sets) and recognition that whilst there may be a higher concentration of able, gifted and talented pupils in some groups there will be pupils who have gifts and talents in all groups.
- The provision of enrichment/extension activities and tasks.
- The provision of opportunities for able, gifted and talented pupils to work with pupils of similar ability. This will mean that it is appropriate for pupils to work with older pupils occasionally.
- Differentiation within curriculum areas, including differentiated homework.
- The development of independent learning by allowing pupils to organise their own work, to carry out tasks unaided, evaluate their work and become self-critical.
- Mentoring, with particular emphasis on those able, gifted and talented pupils who are deemed to be under-achieving.
- Challenge days (Zero the Hero/Science investigations/Arts week), such as cross-curricular initiatives.

**Provision: 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:

- AG&T trips
- The encouragement of pupils to enter local and national events, such as Spelling Bees and other competitions.
- Enrichment activities, musical concerts and sporting competitions
- Networking with link schools.

**Responsibility**

With support from the Head Teacher the AG&T Coordinator will have responsibility for:

- to gather names of identified pupils from all areas and to be aware of AG&T pupils in all year groups.
- to prepare a register of pupils working up to and beyond ½ year or 6 DEP more than ARE for their year, ensuring the policy is implemented.
- coordinating the monitoring of progress.
- to evaluate, annually, the progress made by pupils and provision generally.
- to consider, annually, the list of identified pupils.
- to co-ordinate extra-curricular opportunities for challenge.
- to evaluate the progress made by pupils and provision generally, in particular any AG&T pupil who may be underperforming
- to ensure that enrichment/extension opportunities are passed on and made available to identified AG&T pupils.