

# Grovelands Primary School

## ABLE, GIFTED AND TALENTED POLICY

**Impact: Our policy is to proactively identify able, gifted & talented children. We will acknowledge their abilities and create an environment with challenge and opportunity that nurtures their individual strengths**

### **Rational**

All pupils are individuals at varying stages of readiness and ability, but each with their own unique potential. The school aims to serve the diverse and different educational needs of all its children by providing an appropriate match between the curriculum, the content and the individual learning characteristics of the pupil.

### **Definitions**

Our school uses the following definitions:

**Able** - pupils identified as working **at least 2 sub levels in one or more subject areas** above the national average at the start of the key phase.

**Gifted** – pupils who are excelling in **one or more subject areas at least 2 levels above national average.**

**Talented** – pupils who are not necessarily academic, but excel in skills such as drama, sport, leadership or artistic performance.

### **Aims:**

- To ensure that our 'Most Able' children are identified and their specific ability is formally recognised.
- To ensure that the needs of identified pupils are met through a broad, balanced and relevant curriculum of opportunities which enable them to initiate self-challenge.
- To ensure that pupils receive any support needed to enable them to participate happily in all aspects of school life in order to develop the 'whole child'.

These will be achieved by:

- Identifying our 'most able' pupils and collating these pupils on a working register. Also identifying more able pupils who are underachieving.
- Ensuring a provision that is consistent with the National Curriculum, but which also enriches, broadens, extends and differentiates it.
- Ensuring pupils progress at an appropriate rate commensurate with their recognised abilities through the use of Pathway Plans where deemed necessary.
- Being sensitive to pupils needs, be they intellectual, emotional or physical.
- Encouraging pupils appropriately to take responsibility and ownership of their own learning.
- Encouraging pupils to take up further enrichment opportunities provided by extra-curricular clubs and activities.

The Able, Gifted and Talented Leader will:

- Review the policy bi-annually drawing on the expertise and experience of the SLT, staff and subject specialists in the writing of a working policy to ensure the best provision for identified pupils.
- Collate a register of identified pupils that is shared with colleagues.
- Work with class teachers to set up, implement and review Pathway Plans
- Regularly liaise with colleagues to monitor individual pupil progress.
- Build a base of resources.
- Guide, support and provide regular updates to colleagues in the implementation of A,G & T within the school.
- Work with other A,G & T leaders.

Curriculum leaders will:

- Monitor and support able, gifted and talented provision in their subject area and to work alongside the A,G & T leader to address areas for development.

### **Identification**

The school will provide and use an agreed identification process that will take into account different quantitative and anecdotal methods, including parents' comments and, where appropriate, support services to help identify special abilities.

Assessment for identification will begin in The Early Years Foundation Stage to attempt to identify any A,G&T pupils as early as possible, with a secondary identification process that will be active throughout Key Stage 1 and 2.

### **Parental / Home Involvement**

The involvement of parents is key to developing a positive whole school ethos surrounding A,G&T. When involved, parents can act as an educational aid to their child, allowing extension of their child outside of school time.

Parents can also be used to inform the school of any achievements from outside of school that can be celebrated in assembly, raising the profile of a child's abilities and raising self-esteem. This is key in relation to discovering 'talents' as these may be skills that are not seen in school, such as gymnastics or swimming.

Reviewed by the Governing Body: December 2016

Date of Next Review: December 2018

Signed by Chair of the Governing Body:

