

Emmbrook Junior School



Able, Gifted and Talented Policy

Responsibility of: Curriculum and Pupil Achievement (CPA) Committee
Date of Policy: December 2015
Date of Review: November 2017

2014 Mission Statement

The Emmbrook Junior School community works together to further develop each child's abilities by creating a nurturing and motivating environment for learning. Each child's self-confidence will be strengthened so they make good academic progress whilst gaining increasing resilience and respect for the community.

Introduction

At our School, every child is entitled to a broad and balanced curriculum and one where an enthusiasm for learning is fostered. We value learners' own interests and learning styles. The curriculum meets the differing learning needs of all students by providing strong opportunities for delivering added breadth, increased depth and an individualised pace of learning. There are ample opportunities to apply skills, knowledge and understanding in a variety of contexts across the curriculum. Through a secure and flexible learning environment, differentiated planning, diverse teaching styles, careful monitoring of progress and the rich resourcing of subjects, the staff are able to identify and fully develop the personal qualities, learning skills and individual talents of every pupil within the spiritual, moral, social and cultural (SMSC) framework of the school.

The Aims of our Able, Gifted and Talented Provision

- To establish challenge in learning as a positive issue.
- To identify and encourage able, gifted and talented pupils using a range of formal and informal strategies.
- To identify and address barriers to pupils' underachievement.
- To provide appropriate methods of assessment which in turn support the provision of personalised learning paths.
- To develop the pupils' social, moral, spiritual, and cultural (SMSC) experiences at levels appropriate to their abilities.
- To look for daily opportunities to enrich, broaden and accelerate learning within the classroom.
- To link learning to wider experiences and encourage connections across subjects.

- To encourage independent and autonomous learning where pupils use their own initiative.
- To use a range of teaching methods, ideas, resources and tasks that motivate, challenge and support the learner.
- To involve pupils in working within a range of settings and groups, including across class and key stage.
- To provide CPD for staff to support the rigorous process of identification and provision.
- To track, analyse and act upon pupil performance data.
- To involve and support parents and carers.

Definition of Able, Gifted and Talented Pupils

The school defines able, gifted and talented pupils as follows:

Able pupils

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

Gifted pupils

'Gifted pupils' refers to students who achieve, or have the ability to achieve, ***significantly*** above average (compared with the attainment of other students in their year group) in one or more of the National Curriculum subjects other than art, performing arts or physical education.

Talented pupils

'Talented pupils' refers to those students who achieve, or have the ability to achieve, ***significantly*** above average in art, performing arts, physical education or in areas requiring visio-spatial skills or practical abilities (these could include a range of non-traditional areas) compared with the attainment of other students in their year group.

Identification strategies:

When identifying pupils staff consider a variety of indicators:

- Teacher observation - annotated school work
- Teacher assessment - NC tests
- A comparison of learning behaviour within the peer group
- Parent, pre-school and background knowledge
- Use of national tests and assessments where appropriate
- Advice from Educational Psychologists and other agencies

Where pupils are identified, it is the responsibility of the class teacher to inform the Able, Gifted and Talented Subject Leader and to ensure that the academic, social, emotional and physical needs of these pupils are met.

Teaching and Learning

The classroom should offer a carefully structured positive learning atmosphere in which the contribution made by all pupils is recognised, differences acknowledged and where enthusiasm for learning is fostered. Teachers should seek to provide tasks that promote problem-solving skills associated with clear thinking and a spirit of investigation should be encouraged.

Strategies which enable children to achieve as able pupils:

- Enrichment and extension of the curriculum
- Working with others of like ability
- Differentiation and challenge in set tasks
- Enrichment activities
- School clubs
- Extra- curricular opportunities
- Teachers using good questioning techniques

Good practice within our School:

- Full class teaching - in an atmosphere of mutual respect where mistakes are accepted as a route to learning.
- Setting – by social groups, ability groups or mixed aptitude groups □
- Withdrawal – to create an atmosphere conducive to enquiry, to use specific resources or materials.
- Mentoring – for social or skill based needs
- Enrichment – Visiting experts, range of materials and resources, investigation work, increased technical/ specialist language.
- Extension – open-ended tasks and questions, deepening understanding of concepts, additional activities around the basic themes.
- Differentiation – matching tasks to ability □
- Challenge – competition against self – clear targeting.
- Problem solving and investigation – to develop reasoning and thinking skills.
- Training to enable staff to identify, support and extend able pupils.

Outside School

The most effective support the school can provide to parents of able children is via open communication of information about progress and strategies adopted.

The school will need to make use of:

- The special skills of individual members of staff
- The use of visiting experts
- The school's library service
- Specialist clubs and societies
- National associations

Assessment

Please refer to the Assessment Policy.

Equal Opportunities

The curriculum will be accessible to all children irrespective of their ethnic background, gender, disability or religious or linguistic background. Children with special educational needs (SEN) will have full access to the curriculum.

Roles and Responsibilities

The Subject Leader for Able, Gifted and Talented pupils is supported by the Inclusion Governor.

- The **Subject Leader** liaises with the Inclusion Governor, keeping her informed on a regular basis of identification progress and monitoring. The Curriculum and Pupil Achievement (CPA) Committee of the Governing Body will receive an annual report in the summer term.
- The **Subject Leader** has an overview of the area, liaises with teachers and support staff with early identification, coordinates and monitors the AG&T register, arranges appropriate INSET and other training for staff and attends LA and network meetings between schools sharing best practice and new initiatives with staff.
- **All staff** are responsible for sharing the identification and recognition of able, gifted and talented pupils.
- **Class teachers** are responsible for planning to meet these pupils' needs through appropriately differentiated work, enrichment and extension activities and delivering this curriculum on a daily basis, with the guidance and support of the Able, Gifted and Talented Subject Leader.

Monitoring and Review

The Able, Gifted and Talented Subject Leader is responsible for monitoring the policy, action plan and register. He will also support staff in planning and monitoring. Parents are kept clearly informed of their child's progress and monitoring allows each individual's needs to be met.

Approved by Governing Body

Chair of Governors

Date 01/12/2015

Head Teacher

Date 01/12/2015