

Able, Gifted & Talented Policy

This policy for Able, Gifted & Talented pupils was devised by the AGT lead and SLT in consultation with colleagues.

INTRODUCTION

The Vision of Brockholes Wood Community Primary School is: 'Learning together...Growing Together!'

INTENT STATEMENT

Our intent for Able, Gifted and Talented at Brockholes Wood School is to develop a celebration culture for children who partake in AG&T enrichment opportunities in school and externally through clubs. Brockholes Wood will aim to hold wow occasions/celebrations in school, such as spelling bees. Furthermore, each subject area leader will identify and provide opportunities for AG&T pupils to expand their knowledge and skills further through opportunities in lessons. Communication with parents in regards to AG&T will be increased and information regarding further enrichment opportunities outside of school is provided with the aim for catering for the needs of ALL AG&T pupils.

The Brockholes Wood Community Primary School Policy for Able, Gifted and Talented Pupils applies to all children in the school including those in the Early Years Foundation Stage (Nursery and Reception).

AIMS

Brockholes Wood Community Primary School endeavours to ensure that all pupils reach their potential socially, intellectually, creatively and personally. To ensure that these pupils reach their full potential it is important to adopt and implement appropriate policies and practices to fulfill their educational and social needs, Their specific talents and skills need to be nurtured; by providing them with either the opportunities to work at high cognitive levels in academic areas; or a chance to aspire for creative or physical excellence, whilst ensuring the holistic needs of the child are met, in order to provide a well-rounded education.

The needs of able, gifted and talented pupils are acknowledged as part of our overall inclusion policy. As part of this process, we identify pupils who are more able, gifted and/or talented. We aim to offer support and challenge as necessary to help every child achieve their potential. We believe a strong able, gifted and talented programme is vital to support the ethos of Brockholes Wood, as it promotes increased performance across the board, lifting the aspirations of pupils, teachers and support staff.

Staff at Brockholes Wood Community Primary School aim to:

- Use a broad range of qualitative and quantitative data to identify our most able pupils.
- Recognise those pupils who may have the potential but currently underachieve.
- Ensure that all staff receive appropriate support and training in identifying and providing for most able pupils.
- Provide support and challenge in the classroom, within an ethos of high expectations.
- Ensure children have their potential realised through work that is matched to their needs.
- Ensure children are given opportunities to develop their skills and talents.
- Ensure that where necessary individuals receive academic or pastoral support to overcome identified barriers to learning.
- Ensure that children have their emotional and social needs considered alongside their intellectual needs.
- Build on existing systems of monitoring and evaluation to track the progress of these pupils.

- Work with parents to help pupils achieve their potential and to be ambitious.
- Provide a range of additional opportunities to develop the experiences of our most able.

DEFINITION

The following definitions are used to identify Able, Gifted and Talented pupils at Brockholes Wood Community Primary School:

- Able – refers to students who achieve, or have the ability to achieve, above average compared with the attainment of other students in one or more of the National Curriculum subjects.
- Gifted – 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 i.e. so that they would be in the top 5% of the whole country for their age group in that subject.
- Talented – refers to those students who achieve, or have the ability to achieve, significantly above average in art, performing arts, music, 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.

In addition it is expected that:

- The Able, Gifted and Talented cohort will comprise of 5 – 10% of pupils in each year group
- The pupils identified in the cohort will be achieving, or have the potential to achieve, significantly in advance of the average for their year group at Brockholes Wood Community Primary School.

Equal opportunities

Children for whom English is an Additional Language and pupils with learning difficulties or disabilities are given equal access to identification. Gender, ethnic backgrounds or socio-economic backgrounds do not influence identification.

IDENTIFICATION AND REGISTERS

General Identification

Staff at Brockholes Wood Community Primary School adopt the following procedures to identify Able, Gifted and Talented children:

- Analysis of whole school assessment data as part of the school assessment cycle.
- Monitoring of individual pupil rates of progress over time.
- Teacher identification supported by observation.
- Discussion with outside agencies if appropriate.
- Discussion with parents.
- Discussion with pupils.
- Information provided by other agencies, e.g. clubs.
- Scrutinising the agreed subject specific characteristics (Appendix A).

When a pupil has been identified as AG&T, their name will be entered onto a register and parents/carers will be informed about their child's specific strengths. The pupil's ability, gift or talent will be monitored regularly as part of the normal classroom process.

The identification of able, gifted and talented pupils is a process in which the whole teaching and support staff participate in; as well as parents, carers and the children themselves. The process starts as soon as children enter Brockholes Wood Community Primary School and is reviewed constantly. Before identifying any child as gifted and talented in any area, we aim to ensure that all children have had the opportunity to learn and succeed in this area - this makes the identification process fairer and accessible

to all pupils. A register of able, gifted and talented children is kept by the AG&T leader but talents and abilities emerge at different times due to development issues, and as new opportunities arise, therefore, inclusion in the cohort is not permanent. If it is perceived by parties that inclusion is no longer beneficial, students may be removed off, either temporarily, or permanently.

Identification must also be based on ability, not on achievement. Some children can 'underachieve' for a variety of reasons such as: peer pressure; behaviour problems; special educational needs or reluctant learners and all staff need to be aware of this and look for 'hidden talents'. Both qualitative and quantitative information can be used for identification purposes.

Specific Identification in the EYFS

A child's abilities in the EYFS are most likely to be accurately recognised through careful observation and record keeping. Some useful approaches to identifying Able, Gifted and Talented young children are found when staff:

- Look for unexpected and surprising responses
- Look for persistence and precision in play activities
- Look for the ability of a child to reflect upon experiences in greater depth than his or her peers
- Look at how children perform in different contexts
- Look out for children who easily interpret the clues and codes in the world around them
- Look out for children who are curious and motivated to find out information or learn new skills for themselves.

Specific Identification in all stages

An Able, Gifted and Talented pupil in all stages may:

- Be a good all-rounder
- Be a high achiever in one specific area of learning
- Be an excellent/advanced reader who demonstrates an understanding beyond his/her chronological age
- Be articulate or verbally fluent
- Give quick intelligent verbal responses
- Possess an extensive general knowledge
- Retain/recall information with ease, demonstrating rapid learning
- Show a mature interest in topics outside of the curriculum
- Communicate well on an adult level
- Have a range of interests
- Show unusual and original responses to problem-solving activities
- Be logical
- Show greater independence in developing areas of interest
- Have strong considered views and opinions
- Have a lively and original imagination
- Show a strong sense of leadership

Staff should bear in mind that a child with particular abilities:

- May sometimes become easily bored and frustrated
- May not always have well-developed emotional and social skills
- May prefer the company of adults to other children
- Prefer verbal to written activities
- Be very sensitive and show a greater awareness of others
- Focus on their own interests rather than on what is being taught
- Have limited interpersonal skills
- Have a short attention span
- Be easily bored by what they perceive as routine tasks.

Register

The names of pupils who are identified as being Able, Gifted and Talented according to the definitions set out in 3.1 are recorded on a register. This register is maintained for the purposes of identifying pupils for curriculum opportunities, for staff information and for monitoring purposes. The register is reviewed termly. A pupil may or may not remain on the register for the duration of his or her time at the school.

PROVISION

Staff aim to provide a broad and balanced curriculum that encourages all children to pursue and develop their individual interests and abilities. For the majority of children identified as Able or Gifted, provision will be made as part of the normal curriculum planning and differentiation. All classrooms provide an effective learning environment. For Able or Gifted children this may include the use of open-ended questioning, structured and flexible group work and debate or investigative work. Enrichment homework will provide further opportunities for extension and challenging work.

It is our belief that provision for AG&T pupils must not be made at the expense of other pupils but that the AG&T child has additional needs and has as much right to appropriate provision as any other child. It is also our belief that the right kind of provision is important and that, whilst of some benefit to some, acceleration is not always the most important or wisest course. As a school we are also aware and take into account how ethnicity, bilingualism, gender and social circumstances can effect learning, expectations and high achievement.

AG&T pupils have diverse needs and, as with all pupils, a personalised approach to teaching and learning is required. It is clear, however, that appropriate progress will not be made without structured guidance and support. Strategies adopted should attempt to match pupils' education with their abilities and learning needs rather than with their chronological age. The main focus of effort and development should be to improve provision for able pupils in day-to-day teaching and learning.

Enhanced teaching and learning approaches suited to the needs of able pupils can be developed on a whole-school, generic basis supported by subject-specific developments built into schemes of work.

Through a personalised approach to teaching and learning, able pupils will experience a mixture of acceleration, enrichment and extension activities.

The curriculum is designed to enhance all children's experiences, as well as those who are Able, Gifted and Talented. A range of visiting speakers, workshops and trips are arranged which extends the learning outside the normal classroom environment. This may include Off The Page History days, The Young Shakespeare Company, Maths Challenge, The Puzzle Company, theatre visits and author visits. Information about our co-curricular and extra-curricular activities can be found on the school website.

In order to meet the needs of AG&T pupils, a range of strategies should be adopted which may include:

- Differentiated planning with high expectations – stimulus resource, tasks, outcome, response.
- Encourages all pupils to be independent learners.
- Providing appropriate challenge – high quality tasks for enrichment and extension.
- Ability grouping in numeracy and literacy.
- Medium and short term planning will identify extension tasks for AG&T pupils.
- Lesson planning which caters for different learning styles.
- Set appropriate homework tasks when relevant.
- Set a termly home/school challenge/target in discussion with pupils and parents.

- Development of thinking skills – planned extension opportunities or open-ended tasks that promote higher order thinking skills.
- Liaison beyond the school e.g. music tuition, sports coaches.
- Intervention groups.
- Acceleration
- Enrichment Days
- School Clubs
- Cluster groups with other schools
- Extension (use of open ended questioning or higher order thinking skills)
- Opportunities for performance or to learn a musical instrument
- Specialist teachers
- Partnerships with secondary schools
- Time restricted activities
- Shared celebration of children's achievements
- School societies and councils
- School clubs including sports, arts, music
- Partnership with cluster schools
- Help children find support, training and clubs for more diverse talents.
- Opportunities to enter national schemes/competitions
- Ensure close secondary liaison
- Class ambassadors
- Provide opportunities for all pupils to work with like-minded peers
- Additional support is provided for individual children. This may include additional learning tasks for extension work, additional time with support staff, or one-to-one or small group work with the teacher.

TRANSITION

Information about Able, Gifted and Talented children is transferred to teachers when the children move to a different class, group or set to ensure that there is continuity and progression in curriculum provision. A liaison meeting may take place when a child is transferring to another school and all relevant information will be forwarded.

RESPONSIBILITIES

The class teacher will:

- Take steps to identify more able, gifted and talented pupils within their class as soon as possible.
- Gather data to support the nomination.
- Keep the AG&T register for their class up to date and liaise with the AG&T lead.
- Agree, plan and implement appropriate provision and support strategies through consultation with the AG&T leader.
- Include provision planning.

- Review provision regularly.

The AG&T leader will:

- Liaise with the class teacher.
- Organise and collate assessments.
- Keep parents informed.
- Maintain the AG&T register.
- Work with all parties to decide upon the strategies to be used in order to maximise learning and development.
- Support teachers in provision planning.
- Liaise with other agency referrals as appropriate
- Help subject leaders in curriculum change, development and the updating of resources
- Establish links with other schools/agencies
- Review provision regularly
- Report to the Headteacher and Governing Body as appropriate

DEVELOPMENT

The subject lead co-ordinates the register of pupils who are identified as being Able, Gifted and Talented. Good classroom practice in teaching children identified as Able, Gifted or Talented is demonstrated and disseminated and support is provided to colleagues as necessary. The register of children identified as Able, Gifted and/or Talented is updated termly based on information provided by teaching staff. This register is kept on the school Management Information System.

The provision for Able, Gifted and Talented children is monitored by the subject lead and the Deputy Head Teacher. Various strategies for reviewing the provision are utilised, including data analysis and discussions with pupils, staff and parents (as appropriate).

PARENTS

The AG&T policy at Brockholes Wood Community Primary School represents a three-way partnership between parents, children and the school. The AG&T leader will inform parents that their child's ability or talent has been recognized and that the school is seeking to ensure an appropriate educational experience. Parents are encouraged to take an active part in their children's development through:

- An open door policy to welcome parents
- Guidance and advice
- Encouragement and information sharing
- Provision for home/school challenges

Monitoring and Evaluation

Once a child has been identified and they have been placed on the register, their abilities will be regularly monitored. The child will remain on the register for as long as its appropriate. There may be occasions where a child is removed from the register if their ability, gift or talent no longer exceeds that of their peers.

The progress of more able, gifted and talented pupils will be monitored by:

- Ensuring the register is up-to-date
- Ensuring effective communication with parents and reporting to the SLT team as appropriate
- Monitoring planning and pupils' work; Monitoring progress (using the tracking system)
- Observing lessons at school
- Supporting staff in the identification of AG&T pupils
- Providing advice and support

- Liaising with parents and Governors
- The policy will be reviewed every two years by the AG&T leader
- Teacher and statutory assessment
- Parent/teacher consultation
- Liaisons with external clubs
- AG&T leader will also provide Governors with a report on progress of provision and contribute to whole-school development planning
- Teachers will continually assess the progress made by individual children in academic creative, artistic, physical and social situations

This Policy will be stored on the school's internal storage system; all staff will have access to this. It will also be displayed on the school website for parents and others to access.

PROCESS FOR REVIEW AND DEVELOPMENT

The able, gifted and talented leader, with the support and active participation of the whole staff, is responsible for:

- Updating and reviewing the information of children on the able, gifted and talented register and monitor their progress
- Ensuring liaison with parents where necessary
- Reviewing the policy
- Monitoring provision
- Identification of any suitable mentors for pupils
- Provision of any necessary resources
- Keeping up to date with information to do with the AG&T and feeding back to the staff
- Developing links with agencies or organisations that support AG&T
- Consulting with SLT, staff and governors.

Appendix A

Subjects	Characteristics which can be used to recognise Able, Gifted or Talented pupils
Computing	<ul style="list-style-type: none"> • Uses technology safely, respectfully and responsibly on a variety of platforms • Evaluates online information for reliability and understands the importance of acknowledging sources and respecting copyright • Displays persistence and flexibility when designing, writing and debugging programmes with a willingness to try different methods and experiment; prepared to take risks • Uses and understands appropriate technical vocabulary • Considers critically the status quo and thinks creatively about future technological advances • Thrives on complexity and innovation
Creative Arts incl Technology	<ul style="list-style-type: none"> • Creates new designs and/or invents • Initiates projects, showing flair in creative interpretation and execution • Asks questions and is highly curious • Discusses in detail, elaborates • Uses materials and techniques confidently and skilfully • Wishes to use and explore different media (often in an unconventional way) • Uses and understands appropriate art and design vocabulary • Is visually sensitive, sees relationships without being told • Is critically aware • Is an independent worker/thinker and able to grasp new concepts easily
Drama	<ul style="list-style-type: none"> • Show real flair in interpretation and execution • Is creative and musical • Will see responsibilities, commitments and tasks through • Is keen to learn new skills and broaden horizons • Takes part in extra-curricular and outside school drama • Leads and supports well • Realises their place within a total production
English	<p>Speaking and Listening</p> <ul style="list-style-type: none"> • Fluently selects and uses structures, styles and registers appropriate to audience and purpose • Varies vocabulary and expression with confidence and uses appropriate intonation and emphasis • Initiates, sustains and takes a leading role in discussion • Listens with sensitivity and is perceptive in understanding • Often appreciates subtle humour <p>Reading</p> <ul style="list-style-type: none"> • Confidently responds to a range of demanding texts, develops ideas and refers to details in aspects of language, structure and presentation • Makes apt and careful comparison between texts including consideration of audience, purpose and form • Identifies, analyses and distinguishes between argument, fact, opinion and alternative interpretations • Often understands implicit meaning and shows insight into understanding of texts <p>Writing</p> <ul style="list-style-type: none"> • Writes fluently, having selected style and vocabulary suitable for the audience and purpose • Selects specific features or expressions to convey effects and interest to readers • Non-fiction writing is reasoned, coherent and persuasive • A range of grammatical constructions and punctuation is used accurately

	<p>and appropriately</p> <ul style="list-style-type: none"> • Paragraphs are well constructed and linked in order to clarify the organisation of writing as a whole
Humanities including RE	<ul style="list-style-type: none"> • Shows great interest in and knowledge of places, people, environments and cultures • Has an observant and perceptive approach to undertaking tasks involving sources, artefacts, evidence, fieldwork, traditions, rituals, etc. • Appreciates concepts such as chronology, humanity, morality, social responsibility, interpretation and evaluation • Understands causes, consequences and links between natural processes (e.g. vegetation, climate, soil) • Is able to place current issues in the context of the past, as well as make links between local, national and global issues • Can talk about continuity, change, similarities and differences • Understands how humans impact on each other and the world • Has high level of empathy and understanding in both oral and written work, appreciating different points of view • Organises work clearly and appropriately using a range of different visual methods, including labelled diagrams, illustrations, tables, graphs and charts • Often extends and develops open-ended tasks through independent research and additional discussion
Maths	<p>Problem Solving</p> <ul style="list-style-type: none"> • Applies knowledge and skills in creative and original ways, often to new and unfamiliar contexts • Often takes valid and unexpected shortcuts • Displays persistence and flexibility when searching for solutions with a willingness to try different methods and experiment; prepared to take risks • Works systematically and accurately <p>Communicating</p> <ul style="list-style-type: none"> • Asks pertinent and relevant questions that show clear understanding and curiosity • Communicates reasoning and justifies methods • Is confident and accurate with a range of pictorial representations • Manipulates information and thrives on complexity <p>Reasoning</p> <ul style="list-style-type: none"> • Is logical, intuitive and can see flaws in arguments • Readily sees patterns and relationships • Makes connections between the mathematics learnt and new concepts • Able to reverse mathematical processes
Modern Languages	<p>Speaking and Listening</p> <ul style="list-style-type: none"> • Speaks confidently using exceptional pronunciation and accent • Conveys meaning in fluent and detailed sentences • Recall of taught vocabulary is excellent • Understands a range of spoken material, working out unfamiliar words using prior knowledge <p>Reading</p> <ul style="list-style-type: none"> • Understands a variety of longer texts, using different strategies to work out unfamiliar words <p>Writing</p> <ul style="list-style-type: none"> • Writes longer passages giving information and opinions • Conveys meaning using a variety of tenses, sentence construction and broad vocabulary

<p>Music</p>	<p>Listening</p> <ul style="list-style-type: none"> • Can identify and discuss all musical elements including the genre of a piece of music • Responds to the context of the music in an accurate, insightful and appropriate way <p>Composing</p> <ul style="list-style-type: none"> • Can improvise a complex rhythm pattern within a variety of time signatures using both tuned and untuned instruments • Can clearly demonstrate internalisation of pulse while playing and singing and can lead peers accordingly • Can read the notation of a more complex piece of music (grade 2+ equivalent, treble and/or bass clef) using appropriate technology when required <p>Performing</p> <ul style="list-style-type: none"> • Performs in all varieties of group/solo opportunities, showing excellent performance skills, including leading peers in group and solo performances • Works diligently in rehearsals, showing respect for other musicians and developing musical qualities for the performance
<p>PE/Sport</p>	<ul style="list-style-type: none"> • Displays a degree of excellence in the fundamental skills in one or more activities • Self-motivated • Has well-refined individual skills, either in one sport or many (often will find that skills are transferable and that pupils are top achievers within their year group at most sports) • Has entry ability level far above that of their peers • Has innate confidence in performing • Has knowledge in terms of tactics, understanding and decision making

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Science	<p>Skills, Knowledge and Understanding</p> <ul style="list-style-type: none"> • At an outstanding level compared to their peers • Easily makes links between different areas of study • Readily grasps new concepts and can apply them to different situations • Can hypothesise and predict, communicating ideas confidently • Uses a variety of different sources to enhance knowledge • Is creative, good at abstraction and a lateral thinker • Uses and understands scientific terminology confidently • Considers critically the status quo and thinks creatively about future scientific advances <p>Investigation</p> <ul style="list-style-type: none"> • Observes and evaluates data, relating findings to everyday life • Independently chooses to present data in different ways, such as diagrams, tables and graphs • Displays persistence and flexibility when conducting experiments; has a willingness to test different variables; prepared to take risks • Analyses findings and presents conclusions clearly and in a variety of ways; communicates confidently
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