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| Ava Kennedy School Design | Able, Gifted and Talented Policy  “By working together we learn, we achieve, we care” |

**Policy Consultation & Review**

This policy is referred to in our school prospectus and is available on request from the school office. We also inform parents and carers about this policy when their children join our school and through our school newsletter.

This policy will be reviewed in full by the Governing Body every three years. This policy was last reviewed and agreed by the Governing Body on November. It is due for review on November 2024.

Signature Head teacher Date:

Signature Chair of Governors Date:

1. **Introduction**

At Reedham Primary and Nursery School, through a positive community ethos, we listen, engage and nurture a can-do attitude in order to prepare all learners for their future lives, enabling and enjoying learning within the context of a rapidly changing technological society.

1.1

We aim:

* To create a rich, stimulating and caring school environment in which every child feels happy, safe, secure and confident.
* To provide high quality teaching and learning experiences to enable all children to achieve the highest possible standards in all areas of the curriculum.
* To provide a curriculum that is broad, balanced, relevant and differentiated to meet the needs of all children, including those with special needs.
* To encourage a love of learning and high expectations of standards of achievement and behaviour.
* To develop strong values of tolerance, self-respect, respect of others, responsibility and politeness in all our children.
* To praise, encourage and celebrate success.
* To foster good relationships between the home and school, welcoming parents into the school and encourage them to work in partnership and harmony with the staff.
* To ‘bring out the best’ in every child so they can all be the best they can be. Together, we endeavour to develop the following skills: Independent Enquiry, Creative Thinking, Reflective Learning, Teamwork, Responsibility.
* By developing these five skills, we aim to promote motivation, resilience, and aspiration in all children, enabling them to effectively participate and engage with learning.

1.2

Provision

As part of the school’s aims, our whole curriculum, teaching and learning and continuous provision will enable children to develop skills in Independent Enquiry, Creative Thinking, Reflective Learning, Teamwork and Responsibility. Topics and activities are designed to enable children to learn these skills to become lifelong learners; this includes their journey from Squirrel class (nursery, age 2-4 years) to year 6.

* Our curriculum for the Foundation Subjects (Geography, History, Music, Design and Technology, Physical Education, Art and Design and Modern Foreign Languages) develops knowledge and understanding, alongside skills and processes; recognising all of these elements are important in creating effective learners.
* All subjects are taught in any one year concentrating on the knowledge, understanding, skills and processes of the topic, whilst also drawing on, where appropriate, curriculum links.
* Our curriculums in nursery, key stage 1 and key stage 2 are taught over a two-year plan to ensure that children receive coverage of all content laid out in the EYFS and National Curriculum across each key stage.
* Subjects are taught in half-termly blocks, allowing for sustained learning and deeper immersion in each topic, and to ensure that all subjects receive balanced coverage according to the National Curriculum.
* Some topics and concepts are revisited across the key stages, for deeper understanding and to support progress in critical thinking.
* All members of staff at Reedham are educators and therefore teachers of our children; we all recognise that we have a role to play in the academic progression and social nurture of our pupils. When teaching, we focus on motivating the children and building their skills, knowledge and understanding of the world around them.
* Teachers are accountable for progress of all children; meetings with staff and governors are held throughout the year to ensure every child makes progress in all areas of the curriculum.
* Teachers take part in peer evaluations of lessons and book looks carried out in learning walks to ensure high standards of Teaching and Learning are met across the subjects. Teachers have areas of responsibility, to ensure vigorous systems of accountability are in place.
* Teachers take part in continuous professional development to enhance skills and to ensure their subject knowledge and teaching strategies are current.
* Teachers support the professional development of their colleagues and enhance the provision of Teaching & Learning. They review curriculum subjects and set new goals. These policies will be reviewed every year or earlier in the light of changing circumstances.
* We celebrate children’s efforts and creativity through showcasing work on social media, through our termly publication the ‘Reedham Read it’, through our Superstar assemblies and sharing Class Dojo successes with parents and children. Exemplary work from each half term is collected and showcased in the ‘Reedham Read it’, which is put together by children and staff each term.

This policy should be read alongside the following school policies:

• Teaching and Learning Policy

• EAL Policy

• SEND Policy

• Equalitity and Diversity Policy

1.4

This policy is a statement of our school’s aims and strategies to ensure that all able, gifted and talented pupils fulfil their true potential.

The aims of this policy are:

* To promote equality of opportunity for all learners who are able, gifted and talented
* To promote the highest quality of teaching and learning through our curriculum

reflecting the needs of able, gifted and talented learners

* To motivate, engage and include all pupils in learning and so raise standards for all.
* To provide high quality learning experiences that focus on the development of skills, knowledge and understanding so that all pupils leave Reedham Primary and Nursery School as lifelong learners, reaching their full potential.

**2. Definitions**

2.1

Reedham Primary & Nursery School aims to provide opportunities for able pupils to:

• Have an appropriate education

• Work at a higher cognitive level in order to demonstrate their full potential

• Discover and develop their talents and abilities

• Develop socially as well as intellectually

**Able**

Pupils who achieve, or have the ability to achieve, above average in one or more academic

areas, including areas outside the main school curriculum. This also includes children who

are leaders or role models and who display outstanding leadership and/or social skills.

**Gifted**

Pupils with an innate ability, who present a natural, outstanding aptitude or competence for

exceptional performance.

**Talented**

Pupils who excel in one or more specific fields:

• Creative and Performing Arts – Art, Design & Technology, Drama, Music;

• Physical Education/sporting ability; and/or

• Extra-curricular pastimes – e.g. Chess.

**Dual Exceptionality**

Pupils who are able, gifted or talented but also subject to a barrier of learning, such as

Dyslexia, Asperger’s Syndrome, or a physical disability.

It is worth remembering that able pupils can also be:

• of high ability but of low motivation;

• of good verbal ability but have poor writing skills;

• very able but with a short attention span;

• very able with poor social skills; and/or

• keen to disguise their abilities.

2.2

It is important to note that the AGT register is fluid and flexible and will be monitored, reviewed and updated on an annual basis.

**3. Identification of Able, Gifted and Talented**

3.1

The identification of able, gifted and talented pupils is a process which the whole

teaching and support staff participate in, as well as parents, carers and the children

themselves. At Reedham Primary and Nursery School, we identify children as more able, gifted and talented when they either perform above national expectations for their age or demonstrate strategies or styles of learning.

3.2

The identification begins when a child joins the school. The school is keen to understand

their achievements and interests in particular areas as they join the school. Discussions with

parents and carers will enable us to create the best possible picture of the child, and records

of awards and achievements in academic, sporting, musical, artistic and any extra-curricular

activities will be helpful in this respect in building up a representative picture of the child.

3.3

Both qualitative and quantitative information is used for identification purposes. A programme of formative, summative (internal and external) assessment takes place. We make use of the following formative and summative assessment data to monitor cognitive ability:

• EYFS learning goals,

• KS1 SATs results,

• KS2 SATSs results

• NFER results and age standardised scores

• ongoing formative teacher assessment

Additionally, we use:

• Information provided by parents or carers.

• Identification by a previous teacher, previous school, external agency or organisation.

• Discussion with the child.

As a school, we recognise that more able, talented and gifted pupils may:

• be good all rounders

• be high achievers in only one area or strand of the curriculum

• be of high ability but low motivation

• be of good verbal ability but poor writing skills

• be very able with short attention span

• be very able with poor social skills

• possess superior powers of reasoning

• show originality and initiative

• be frustrated if they cannot achieve the excellence they demand of themselves

• have keen powers of observation

• spot the direction of a story or situation well ahead of their peers

• have exceptional curiosity and constantly want to know why

• have a wide range of interests which they follow with great enthusiasm

• be unwilling to follow instructions for class task preferring to do things in an individual manner

• when interested become absorbed for long periods

• absorb and store information quickly

• have exceptional ability in Art, Music or Sport

**4. Responsibilities**

4.1

Teachers:

• Identify the pupils who meet the criteria;

• Use enrichment/extension opportunities appropriately; and

• Identify and address underachievement.

4.2 Headteacher

• Identify the pupils who meet the criteria;

• Identify and address underachievement;

• Prepare subject specific criteria;

• Inform teachers of these criteria;

• Identify the students which meet the criteria and share these names with teachers;

• Provide schemes of work that contain enrichment/extension materials for identified students;

• Ensure that enrichment/extension materials are being used appropriately by staff;

• Encourage children to enter local and national events and competitions.

• Lead/co-ordinate challenge focus groups and activities.

**5. Coordination and Monitoring**

5.1

The AGT Register for pupils is coordinated by the headteacher. The AGT Register is revised on an annual basis, in association with pupil progress, staff feedback and information gleaned from subject areas and weekly staff meetings.

5.2

Talents and abilities emerge at different times due to developmental 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, pupils may be moved off, either temporarily or permanently.

5.3

We recognise that some pupils who are able, gifted or talented do not always show their ability. This may arise from learning difficulties such as dyslexia, or personal circumstances. The school aims to work with support programmes and parents to ensure a consistent achievement at the appropriate level for each child.

The effectiveness of this policy will be monitored by the teachers, headteacher and governors through:

• tracking the progress of children identified as more able on the school register

• analysing test results and checking planning, marking and other records

• observing children, planning, marking and feedback

• developing methods of measuring the impact of the initiative on specific pupils and the general raising of standards

• ensuring teachers are responsible for maintaining documentation of pupils’ progress and achievements

• reviewing and revising this policy as the need arises.

**6. Strategies for Teaching**

6.1

At Reedham Primary and Nursery School, we aim to ensure effective and suitable provision for AGT pupils by planning work with appropriate pace, rigor and challenge. We aim to create a learning climate in which success is valued by everyone and where individual differences are accepted and celebrated.

We offer opportunities for able, gifted and talented pupils to thrive through:

• Using a whole school policy on identification and provision;

• Creating a positive environment in which it is good to succeed;

• Identifying the needs of the more able in the planning process, including the provision of resources where funding allows;

• An enriched, stimulating and relevant curriculum;

• Celebration of achievement;

• Giving children the opportunity to take responsibilities and use initiative;

• Regular reinforcement of high expectations,

• Opportunities for pupils to work outside their usual working environment, where possible

• (e.g. local school enrichment events or workshops);

• Independent and collaborative learning activities providing opportunities for pupils to organise their own work, access resources, make choices, analyse and evaluate their achievements, challenge themselves and be self-critical;

• Flexibility of organisation which allows for an able child to work with others of similar ability;

• The focus on thinking and study skills, including metacognition;

• Pupils self-assessing and evaluating their own work; and

• Encouraging risk-taking and the experience of setbacks to develop resilience.

Due to the nature of the classes and the close cooperation between colleagues, each teacher is aware of the progress of children in their class. All school staff provide a challenging environment to inspire and excite children and are committed to an ethos of high expectation for all.

The following classroom-based strategies are employed where appropriate:

• Establishing prior knowledge, understanding and developing the skills of pupils;

• Variable and flexible grouping of children;

• Differentiation by both task and outcome;

• Individual target setting;

• Encouraging all children to become independent learners;

• Setting unaided tasks which involve making choices about their work and self-evaluation;

• Planning high quality tasks for enrichment with extension materials that relate to the subject always available; and

• Ensuring extension tasks are identified in lesson plans.

**7. Extension, Acceleration and Enrichment**

7.1

Opportunities to broaden pupils’ learning experiences may include:

• Differentiation, where pupils may be grouped according to ability, and differentiated work is built into schemes of work and lesson plans to provide activities requiring extended higher order thinking skills;

• Working on academic concepts which would typically be for older pupils to access broader knowledge and develop more sophisticated thinking and reasoning skills.

• Internal opportunities for pupils to take part in organised challenge activities,

• Enabling a pupil to study aspects of a topic that there would not normally be time to study, or adding extra subjects or specialised calendar events to the curriculum or extracurricular activities programme; and partnership with other schools or external organisations, for example workshop events and local, regional and national schemes/competitions.

**9 Success Criteria**

9.1

The success of this policy is measured by qualitative and quantitative evidence of an individual pupil’s progress and the development of the Able, Gifted and Talented Register as a whole. This includes:

• Improved attainment in the areas in which they are able, gifted or talented;

• Increasing active involvement by pupils in assessment of their own progress and target setting;

• Increasing higher level questions being asked by pupils;

• Increasing levels of independent learning, including risk taking in learning; and

• Increasing confidence and improving attitudes to learning.

**10 Supporting Documentation**

10.1

General checklist for identifying more able, gifted and talented children.

More able, gifted and talented children may:

• possess extensive general knowledge, often know more than the teacher and find the usual reference books superficial

• show good insight into cause-effect relationships

• easily grasp underlying principles and need the minimum of explanation

• quickly make generalisations and extract the relevant points from complex materials

• have exceptional curiosity and constantly want to know why – are inventive and original when interested

• ask searching questions which tend to be unlike other children’s questions

• often see the unusual rather than the conventional relationships – can pose problems and solve ingeniously

• display intellectual playfulness, fantasise and imagine and are quick to see connections and to manipulate ideas

• give inventive responses to open ended questions

• have a keen sense of humour in the unusual and are quick to appreciate nuances

and hidden meanings

• appreciate verbal puns, cartoons, jokes and often enjoy bizarre humour, satire and irony

• criticise constructively even if sometimes argumentatively

• be unwilling to accept authoritarian pronouncements without critical examination and want to debate and find reasons to justify the why and wherefore

• have mental speeds faster than physical capabilities so are often reluctant to write at length

• prefer to talk rather than write and often talk at speed with fluency and expression

• be reluctant to practise skills already mastered, finding such practice futile

• read rapidly and can retain what is read and recall detail

• listen only to part of the explanation and appear to lack concentration or even interest, but always know what is going on

• jump stages in learning and are often frustrated by having to fill in the stages missed

• leap from concrete examples to abstract rules and general principles

• have quick absorption and recall of information, seem to need no revision and are impatient with repetition

• be keen and alert observers, note detail and are quick to see similarities and differences

• see greater significance in a story or film and continue the story

• see problems quickly and take the initiative

• have advanced understanding and use of language, but are sometimes hesitant as the correct word is searched for and then used

• become absorbed for long periods when interested and may be impatient with interference or abrupt change

• be persistent in seeking activity completion when motivated and often set very high personal standards – are perfectionists

• be more than usually interested in ‘adult’ problems such as important issues in current affairs (local and world), evolution, justice, the universe etc.

• be concerned to adapt and improve institutions, objects, systems and can be particularly critical of school for example

• be philosophical about everyday problems and common-sense issues

• be perceptive in discussion about peoples’ motives, needs or frailties

• daydream and seem lost in another world

• show sensitivity and react strongly to things causing distress or injustice

• empathise with others and often take a leadership role, are very understanding and sympathetic

• be confident and competent

• express own feelings

• attribute ideas to others

• be self-effacing

• reflect on own performance

10.2

**Subject Specific Checklists**

While general checklists can be used to identify more able, gifted and talented pupils across

the curriculum, it is useful to identify pupils against subject-specific criteria. This enables the

school to identify those pupils who may be manifesting ability within one or more subject

areas and can indicate pupils who have strengths intelligences rather than across the

broader curriculum. The following checklists are useful for refining teacher observation.

**Language**

• show close reading skills and attention to detail

• show attention to spelling and meaning of words

• are sensitive to nuance of language use, use language precisely

• have a well-developed sense and appreciation of humour

• have fluency and breadth of reading

• contribute critical responses, can analyse own work

• are able to read with more meaning, drawing on inference and deduction, can ‘read between the lines’

• analyse insights confidently when discussing their own and others’ writing intentions

• approach writing tasks thoughtful and with careful preparation

• draw out relationships between different texts read

• can reflect on language and linguistic forms they encounter

• can transfer their skills across the curriculum

**Mathematics**

• grasp the formal structure of a problem: can generate ideas for action

• can generalise from examples

• recognise pattern: can specialise and make conjectures

• can generalise approaches to problem-solving

• reason logically: can justify and prove

• use mathematical symbols as part of the thinking process

• think flexibly, adapting problem-solving approaches

• may work backwards and forwards when solving a problem

• may leap stages in logical reasoning and think in abbreviated mathematical forms

• remember mathematical relationships, problem types, ways of approaching problems and

patterns of reasoning

**Science**

• recognise patterns and relationships in science data

• use subject vocabulary effectively in construction of abstract ideas

• think flexibly, generalise ideas and adapt problem solving approaches

• recognise and process reliable, valid and accurate data: can explain why data is unreliable, invalid or inaccurate

• can evaluate findings and think critically

• enjoy reasoning logically

**Computing**

• use computing hardware and software independently

• use computers and technology to support their studies in other subjects

• use computing skills and software to solve problems

• consider the purpose for which information is processed and communicated and how the characteristics of different kinds of information influence its use

• consider the limitations of computers and technological tools and information sources

• consider some of the social, economic and ethical issues raised by the use of computers and technology

**Art**

• analyse and interpret their observations and present them creatively

• are enthusiastic and interested in the visual world

• enjoy experimenting with materials, able to go beyond the conventional

• can sustain concentration, constantly refining ideas

• have confidence using a wide range of skills and techniques

• quick to learn and transfer skills

**Music**

• hear music ‘in the head’

• have a strong musical memory

• demonstrate power of expression and skill beyond competency

• are particularly sensitive to melody, timbre, rhythms and patterns

• respond emotionally to sounds

• demonstrate coherence and individuality in developing musical ideas

• show a commitment to achieving excellence

• have the motivation and dedication to persevere and practise

**Modern foreign languages**

• show an interest and empathy to foreign cultures

• are curious about how language ‘works’, its meaning and function

• recognise grammatical patterns and functions of words

• use linguistic / non-linguistic clues to infer meaning

• identify and memorise new sounds and ‘chunks’ of language

• can listen and to reproduce sounds accurately

• apply principles from known language to the learning of new ones

• have effective communication strategies

**Physical Education**

• use the body with confidence in differentiated, expressive and imaginative ways

• can adapt, anticipate and make decisions

• have a good sense of shape, space, direction and timing

• have a good control of gross and fine body movements and can handle objects skilfully

• produce a seamless fluency of movements with an intuitive feel for elegant movement

• show high level of understanding of principles of health-related exercise and their

• application in a variety of activities

• can technical terms effectively, accurately and fluently

• can perform advanced skills and techniques and transfer skills between activities

• can analyse, evaluate their own and others’ work using results to effect improvement

• take the initiative, demonstrating leadership and independence of thought

**Useful AGT websites**

General:

• www.nace.co.uk - The National Association for Gifted Children in Education. An independent education organisation.

• http://blog.prufrock.com/ - news and views form the nation’s leading publisher for gifted, advanced, and special needs learners

Across the curriculum:

• http://www.childrensuniversity.co.uk/home/learn-with-us/downloadable-learningactivities/ - a range of activities to support children across the curriculum

• http://www.potentialplusuk.org/ - provides support and advice for families of more

able and talented

• http://www.bbc.co.uk/programmes/articles/38BYD39DV9TQmJ7xhM4gytG/primary -

A range of short films, including dramas, animations and documentaries, designed to

provide inspiration for the classroom and beyond.

• http://www.ruralgandt.org.uk/ - The aim of this website is to provide advice, support

and information for schools, young people, parents and carers. Their focus is on

most able learners who live or attend school in rural, coastal or isolated areas of

England.

Useful websites with resources:

• http://www.bbc.co.uk/education

• http://www.topmarks.co.uk/ - range of literacy and Numeracy games to support and

extend children’s learning independently

• http://www.literacyshed.com/

AGT activities/challenges for children:

• Public Learning Destinations are places which provide Children University Learning

10.3

• Extension activities and visits are publicly accessible, places which include wildlife centres, zoos, historical interest sites, theatres and libraries.

**11 Monitoring and review**

It is the responsibility of our governing body to monitor the effectiveness of this policy. The governors will therefore:

• require the head teacher to report to governors annually on the effectiveness of this policy

This policy will be reviewed by the governing body every three years or earlier if it is considered necessary.

**12 Reedham Primary and Nursery School AGT Register**

2022 - 2023