



## SOMPTING ABBOTTS SCHOOL

# ABLE, GIFTED AND TALENTED CHILDREN POLICY

### Introduction

Sompting Abbotts provides a curriculum that is appropriate to the needs and abilities of all our children. This aim of this policy is to help ensure that we recognise and support the needs of those children in our school who have been identified as 'gifted' and 'talented' according to national guidelines. Pupils aged 11-19 thought to be **gifted** are in the top 5% ability range nationally as defined by the DfE and is measured by standardised testing. An **able pupil** may be defined as one who achieves, or has the ability to achieve, at a level significantly higher than his or her peer group in the school. **Talented** pupils excel in specific areas, for example, music, art, design, drama, dance or sport.

In our school the term '**more able**' refers to a child who excels in one specific academic subject but who may not perform at a high level across all areas of learning; we use the term '**very able**' for those pupils who are working at a significantly higher level than their peers in a range of subjects; '**gifted**' refers to a child who has an achievement at a very high level in one or more fields and is considered to be in the top 5% nationally.

**Talented** refers to a pupil who excels in specific areas, for example, music, art, design, drama, dance or sport.

We consider about per 15 cent of our children are 'more able' or 'very able', with strength in one or a range of areas; 6 per cent of our children are 'gifted', i.e. outstanding in one area or a range of areas academically; and about 15% are talented in either Music or Art.

The mission statement of our school is 'Excellence in all things' and to meet their individual needs. This policy guides the way in which this happens for our more able, very able, talented and gifted children.

### **Aims and objectives**

Through this policy we aim to:

- ensure that we recognise and support the needs of our children;
- enable children to develop to their full potential;
- offer children opportunities to generate their own learning;
- ensure that we challenge and extend the children through the work that we set them;
- encourage children to think and work independently.

## **Identification of more able and very able children**

We use a range of strategies to identify more able and very able children. The identification process is on going and begins when the child joins our school.

### **Key Stage 1**

Children are assessed when they join PP1 using Stepping Stones and Early Learning Goals. This gives information about their developing skills and aptitudes across several areas of learning. We discuss each child's assessment information with the parent, and use this information when planning for individual needs.

As the children progress through the school, we test them regularly to ensure that they are making the progress that we are expecting. The children undertake national tests in Year 2 and Year 6, which are marked internally, plus the optional national tests in Years 3, 4 and 5. Teachers also make regular assessments of each child's progress in all core subjects of the National Curriculum. We compare the information from these tests with a range of national data, in order to help us identify those children who need to be included on the Able, Gifted and Talented register based on their achieving 'above average' levels in their class. We will also use meetings with parents to help us identify pupils that may be achieving at a lower level than their ability warrants.

Apart from the assessment of coursework, teachers discuss the children's progress with parents at the yearly parents' evenings, and report on each child's progress in December and July.

More able and very able children may be identified when they:

- show exceptional proficiency in creative, artistic, musical or physical activities;
- concentrate for long periods of time on material that interests them;
- think quickly and approach problems creatively;
- demonstrate high levels of fluency and originality in their conversation;
- use research skills effectively to synthesise information;
- enjoy reading and respond to a range of texts at an advanced level;
- use a wide vocabulary and enjoy working with words;
- see issues from a range of perspectives;
- are self-critical and critical of others
- are naturally curious when working with numbers and investigating problems;
- see solutions quickly without needing to try a range of options;
- look beyond the question in order to hypothesise and explain;
- work flexibly and establish their own strategies;
- enjoy manipulating numbers in a variety of ways.

## Teaching and Learning Strategies

Our curriculum aims to provide a broad and balanced approach that meets the learning needs of all our children. For the majority of pupils identified as more able or very able their needs will be met in the course of normal classroom teaching and differentiation. There will be occasions when additional provision will be made for these gifted and talented children in order to give them new challenges. This may include:

- mentoring by an adult
- using extension activities
- providing extra-curricular activities
- extra curriculum
- entering competitions
- giving the pupils chance to play in assemblies and concerts

From Year Four we will, if it is in the best interests of the class, teach the children in one of two ability groups for English and Maths; and from Year Six in Science. Some lessons in French are also split according to ability. Teachers regularly review the progress of children, and children move between the groups as appropriate. This enables teachers to plan work that reflects the narrow band of ability in each group.

We offer a Scholarship programme to reward AGT candidates. Those who apply must show considerable achievement in several areas of school life-for example, Sports, Art, Music and Academic achievement.

We offer a range of Friday Activities for our children. These activities offer more able and very able children

the opportunity to further extend their learning in a range of activities.

Learning is also enriched through regular homework activities linked to the work being undertaken in classes. This offers teachers a further opportunity to set work at the level of individual children.

The children will also have the opportunity to experience a range of educational visits that further enrich and develop learning.

### **Management strategies**

One teacher, David Buckingham co-ordinates the provision and practice within the school for more able and very able children and is assisted by head of Learning Support, Cathy Camfield. The co-ordinator's role includes:

- ensuring that the more able and very able register is up to date;
- monitoring teachers' planning to ensure that suitable tasks and activities are being undertaken by more able and very able children across all curriculum areas;
- regularly reviewing the teaching arrangements for more able and very able children;
- monitoring the progress of more able and very able children through termly discussions with teachers;
- supporting staff in the identification of more able and very able children;

**Signed: S. J. Douch**

**Date: 30/1/19**