



Able, Gifted and Talented Policy

Introduction

At Ursula Taylor Lower School we believe in providing the best possible provision for pupils of all abilities. We plan our teaching and learning so that each child can aspire to the highest level of personal achievement. The purpose 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 more able, gifted or talented according to national guidelines.

Aims

- To support the abilities, personal qualities and talents of all.
- To ensure that all children receive an education appropriate to their abilities.
- To provide teaching which makes learning challenging and enjoyable. To provide higher order thinking and questioning skills.
- To employ a wide variety of methods of recognition of potential.
- To recognise underachievement and seek to remove it.
- To stimulate children through extra curricular activities and through curriculum enrichment.
- To have the expectation that the curriculum for all will be extended by realising the needs of the most able.
- To compile an Able, Gifted and Talented Register and informing parents of those on the register.

Definition

The terminology our school will use to define our higher achieving pupils will be

- More Able
- Gifted and Talented

We will identify our able, gifted and talented pupils in each year group. These are pupils who have achieved or have the ability to achieve, at a level significantly in advance of their age related expectations.

We will identify pupils with -

- academic ability (defined as ability in one or more subjects in the statutory curriculum other than art, music and PE)
- gift/talent (defined as those with ability in art, music, PE, or any sport or creative art.
- 'all-rounders'

We will strive to identify those able, gifted and talented pupils who have the potential to achieve, but do not regularly demonstrate high achievement and we will seek to identify barriers to that achievement and help the pupil overcome them.

Identification

We, at Ursula Taylor Lower School, use a range of strategies to identify the able, gifted and talented children. The identification process is ongoing and begins when the child joins our school.

- Test scores
- Teacher observation and assessment
- Pupil progress - termly meetings between class teachers and A,G&T coordinator.
- Background knowledge
- Parent contributions

No one single method can be entirely accurate.

The school will seek to provide an enriched curriculum for all children. Through this it will be possible to identify the most able. The school will then seek to further provide.

PROVIDE - IDENTIFY - PROVIDE

The names of pupils identified as able, gifted and talented in our school will be recorded on a high ability register so that their progress can be specifically tracked.

Pupils may be identified at any time. Once identified pupils are placed on the register and remain there for that academic year. The register is reviewed yearly and parents of those named children are notified.

Organisation

Teachers at Ursula Taylor Lower School plan carefully to meet the learning needs of all our children. We give all the children the opportunity to show what they know, understand and can do, and we achieve this in a variety of ways when planning for children's learning by providing -

- An effective learning environment with quality first teaching.
- Enrichment and extension activities and tasks.
- Differentiation within planning.

- Opportunity for the development of independent learning, by allowing pupils to organize their own work, to carry out tasks unaided, evaluate their work and become self-critical.

School Provision

In addition to their full entitlement to the National Curriculum, learners identified on the register and informally in the classroom will be given access to curriculum extension and enrichment within and outside the curriculum. An effective classroom environment will deliver pace, breadth and depth in teaching and learning and challenge through differentiation by content, learning process and outcome.

The identified able pupils will normally work within their peer co-hort, but specific opportunities will be provided for them to allow extra challenge to take place.

Out of class activities are offered on a regular basis and, although some of these benefit all pupils, they are particularly apt for ensuring that pupils who have potential in these areas are given opportunities to practice and extend their skills.

- Enrichment days eg from NBST G&T group, NAGC, 'Big Weekend'
- Residential experiences (year 4)
- School clubs - football, netball, choir, art, drama, writing, maths etc.
- Peripatetic music teachers - eg violin, piano, brass, guitar.
- Children's University (year 4)
- Links with other schools offering a range of activities for the more able. Eg public speaking, numeracy days, creative writing days.

Management Strategies/monitoring and evaluation

The co-ordinator monitors the provision and practice within the school for the able, gifted and talented pupils. This role includes-

- Ensuring the able, gifted and talented register is kept up to date,
- Monitoring teacher's planning to ensure that suitable tasks and activities are being undertaken by the more able pupils across all curriculum areas.
- Regularly reviewing the teaching arrangements for the more able pupils.
- Monitoring the progress of the more able pupils through termly discussions with teachers.
- Supporting staff in identifying the more able pupils.
- Providing advice and support to staff on teaching and learning strategies for more able pupils.
- Liaising with parents and governors.
- Recording the progress and standards of the children on the able, gifted and talented register.
- To liaise with other schools in the cluster to share and develop good practice.

Equal Opportunities

We, at Ursula Taylor Lower School, strive to encourage equality whatever the children's gender, race, class, faith or physical ability.

No child will be prevented from accessing A, G&T activities and events through financial hardship or transport.

This policy will be reviewed annually.

Heather McLeod (AG&T co-ordinator)

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