

## **Able, Gifted & Talented Policy**

**February 2017**

### **Rationale**

At Crook Primary School we aim to follow our ethos of 'Believe and Achieve' and seek to ensure that all children receive the support and challenge needed to achieve their full potential. We have high aspirations for our children and seek to support our children socially, emotionally and academically to ensure that they have the same high aspirations for themselves. We provide challenge and enrichment for children who are identified as 'able, gifted or talented' and within that identification we include children who may be identified as having exceptional creative skills in order to demonstrate that being 'able, gifted and talented' extends beyond high achievement in test scores.

### **Definitions**

Able pupils 'Able pupils' refers to students who achieve, or have the ability to achieve, above age related expectations in one or more of the National Curriculum subjects.

Gifted pupils 'Gifted' refers to students who achieve, or have the ability to achieve, significantly above age related expectations in one or more of the National Curriculum subjects other than art, performing arts or physical education.

Talented pupils 'Talented' refers to those students who achieve, or have the ability to achieve, significantly above age related expectations average in art, performing arts, physical education or in areas requiring vision-spatial skills or practical abilities (these could include a range of non-traditional areas).

### **Identification**

#### **Able, Gifted & Talented Register**

Crook Primary school keeps an AG&T register for each year group that will list all pupils that are identified by one or more curriculum area. This will be used to select pupils to that will be recorded on the Whole School Register (see below). At the start of each academic year, each year group will have identified pupils based on attainment and assessment data. Most of these pupils will fit into the "Able" definition as mentioned earlier with a smaller proportion fitting the "Talented" or "Gifted" definitions. This will raise awareness of who the more able pupils are in each year group and will mean that before the start of each academic year teachers can provide the appropriate level of challenge for these children.

During termly Pupil Progress meetings a review of this list will take place. During the final pupil progress meeting of the academic year, the list is again reviewed and updated.

If at any point a pupil is recommended (by parents, staff, peers etc.) as being Able, Gifted and Talented, then it will be the responsibility of the Phase Leader to investigate this through discussion with staff, parents and children.

### **Provision for AG&T pupils**

#### **The curriculum:**

- It is the responsibility of class teachers to ensure that all children are given work that is suitably challenging, enabling each one to achieve his or her potential.
- There is an aspiration to exceed Age Related Expectations.

#### **Enrichment:**

- The purpose of enrichment/extra-curricular provision should be to provide opportunities for able pupils to use their skills in areas outside of the national curriculum.
- Staff will be asked to volunteer if they feel that they could offer some sort of enrichment activity. These activities should challenge and inspire students. Such activities include: Children's Leadership Team, chess club, school production, music clubs, sporting clubs, theatre visits
- It will also be appropriate to enter local and national competitions aimed specifically at able students.
- Workshops and other events may be organised to broaden the experiences of children identified as AG&T.
- Children identified as AG&T may take part in specific projects intended to challenge and extend the children's understanding and skills.

The Assistant Head teacher for Inclusion will also be responsible for providing enrichment that aims to raise the aspirations of the pupils on the Whole School Register.