



1. Policy Statement

- 1.1 This policy outlines our whole school approach to identifying and supporting our Able, Gifted and Talented pupils and how we will support them in their education.
- 1.2 At Comberbach Nursery and Primary School we strongly believe in providing the best possible education for all pupils of all abilities, so that every child can aspire to the highest levels of personal achievement academically, spiritually, morally, socially and culturally.
- 1.3 Providing for our able, gifted and talented pupils is a question of equity. As with all other pupils, they have a right to an education that is suited to their particular needs and abilities. They need to be presented with work that challenges, stretches and excites them on a daily basis, in an environment that celebrates excellence and is supportive of those who may, in years to come, break the boundaries of what we know and understand today. Supporting Able, Gifted and Talented pupils is the responsibility of all staff.

2. Aims

Our school will:

- 2.1 Identify Able, Gifted and Talented students as early as possible in their education in all areas of the curriculum.
- 2.2 Provide a tailored education that meets all the needs of our gifted and talented pupils by stretching, challenging and extending their thinking and skills and ensuring their social and emotional well-being.
- 2.3 Provide a variety of school based and external enrichment activities for those students identified as A, G&T.
- 2.4 Through personalised provision, make the child the centre of their learning and enable all A, G&T students to achieve their full potential.

3. Definition of Able, Gifted and Talented

- 3.1 Able, gifted and talented learners are defined as those who have one or more abilities developed to a level significantly ahead of their year group (or with the potential to develop those abilities).
Gifted describes learners who have the ability to excel academically in one or more subjects such as English, drama, technology;
Talented describes learners who have the ability to excel in practical skills such as sport, leadership, artistic performance, or in an applied skill.
- 3.2 Our Able, Gifted and Talented cohort will typically consist of the highest achieving 5% - 10% of our school population and are those pupils who would benefit from a planned program of additional activities.
- 3.3 Exceptionally able pupils (top 2%) may have very distinctive needs that may require a significant modification of the curriculum.

4. Identification

4.1 Identification of our Able, Gifted and Talented pupils is ongoing and begins when the child begins school.

4.2 A range of identification methods will be used and will include the following:

- Formative and summative assessments
- Teacher assessment and nomination
- Peer nomination
- Parental nomination
- Specialist teacher identification
- Self-nomination

4.3 It is important to remember that gifted pupils can be:

- Good all-rounders
- High achievers in one area
- Of high ability but with low motivation
- Of good verbal ability but poor writing skills
- Very able but with a short attention span
- Very able with poor social skills
- Keen to disguise their abilities

4.4 A list of subject specific criteria for identification is provided for each member of staff in their Inclusion File. Names of those pupils identified as Able, Gifted and/or Talented should be passed to the Inclusion Coordinator.

5. Provision

5.1 In Lesson Provision

It is the responsibility of each class teacher to ensure that they offer appropriately challenging tasks and learning opportunities within lessons for all pupils including Able, Gifted and Talented pupils.

5.2 These should include:

- Full class teaching - in an atmosphere of mutual respect where mistakes are accepted as a route to learning.
- Setting – by social groups, ability groups or mixed aptitude groups
- Withdrawal – to create an atmosphere conducive to enquiry, to use specific resources or materials.
- Mentoring – for social or skill based need
- Enrichment – Visiting experts, range of materials and resources, study skills taught directly, investigation work, increased technical/ specialist language etc.
- Extension – open-ended tasks and questions, deepening understanding of concepts, additional activities around the basic themes.
- Differentiation – matching tasks to ability

- Challenge – introducing elements of competition with older pupils or wider arena than peer group. Also competition against self is important – clear targeting.
- Problem solving and investigation – to develop reasoning and thinking skills.

5.3 Beyond the classroom

Subject leaders should plan for and provide opportunities for subject specific enrichment, for example through after-school clubs, themed weeks or Masterclasses. This could be in partnership with other local schools, High Schools or clubs.

The Inclusion Coordinator will keep class teachers and subject leaders informed of any Local, County-Wide or national enrichment opportunities, such as Masterclasses, Challenge Saturdays and Weekend Residentials.

5.4 In order to meet the social and emotional needs of our Able, Gifted and Talented pupils we will:

- Promote a culture of achievement by celebrating the success of our able, gifted and talented learners.
- Set high expectations of attainment and progress in relation to able, gifted and talented learners.
- Actively promote the welfare of able, gifted and talented learners through Social and Emotional Aspects of Learning, (SEAL) and specific provision such as Social Skills Groups.
- Listen to the views of able, gifted and talented learners and take them into account in reviewing and planning provision.

6. **The role of the Inclusion Coordinator**

6.1 The Inclusion Coordinator will be expected to carry out the duties as outlined in the Job Description.

6.2 These duties will include:

- Working closely with teachers and staff to ensure early identification of Able, Gifted and Talented pupils.
- Arrange and/or deliver staff training on identification strategies, formative assessment, strategies to provide appropriate challenge and support, strategies to develop / enhance pupils' self-esteem, differentiation, learning styles, questioning skills, thinking skills and problem solving according to need.
- Regularly update the Able, Gifted and Talented Register, putting information on our School Information Management System (SIMs)
- Support teachers in planning the provision for more-able students
- Monitor Teaching and Learning to ensure appropriate provision is taking place across school.
- Monitor the progress of Able, Gifted and Talented pupils, identifying underachievement and targeting support as necessary.
- Recruiting help or expertise as required.
- Coordinate enrichment opportunities, both locally and nationally.
- Attend Able, Gifted and Talented Cluster Meetings
- Ensure they keep themselves up-to-date on developments relating to, G&T and share information with all staff.
- Writing a yearly Action Plan for development linked closely to our school's aims and objectives.

7. Review and Evaluation:

7.1 This policy should be considered alongside other related policies in school. These are:

- Teaching and Learning
- Curriculum
- Special Education Needs
- Inclusion
- Equal Opportunities

7.2 The Able, Gifted and Talented Policy will be evaluated in line with our Policy Review Cycle, unless there are significant changes and therefore a need to review it sooner.

Approved by:

Chair of Governors

Headteacher

Date: