

Thirsk Community Primary School

Able, Gifted & Talented Policy



Rationale

At Thirsk Community Primary school, we do all that we can to follow our ethos '**Success-everyone, everyday**'. We work to develop confident young people who enjoy learning and strive to achieve their best. This is underpinned by our school values: **enjoyment, perseverance, respect, compassion and excellence**. We believe this policy is particularly supportive of our values, as detailed below.

Enjoyment

Students will enjoy coming to our school.

Children will experience a curriculum which has opportunities to enrich and to make learning fascinating.

We will celebrate our successes both in school and in our wider lives.

We approach the future with a positive outlook

Perseverance

Tries their best

Sees failure as a learning opportunity and works at becoming resilient

Is keen to further the school values and keep the school's Golden Rules

Is willing to care for and support others, particularly the vulnerable

Appreciates that learning must happen outside and after school as well as in it

Respect

Values and cares for all members both of the community and as people

Displays good manners at all times and treats everybody with courtesy

Tolerates difference while being keen and able to critically engage with difference

Shows respect for the school buildings, facilities and excellent resources - and the broader environment

Compassion

Has a willingness to help others

Is thoughtful to each other's feelings

Seeks to understand and not judge

Shows kindness and consideration

Excellence

Has high expectations of themselves.

Is proud of achievements.

Sets high standards and personal goals for improvement.

Makes best use of talents, time and resources.

Celebrates and shares in achievements of others.

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 will 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 students

Refers to students who achieve, or have the ability to achieve, at a significantly higher level of ability than most students of the same age group within an area of learning. A student who demonstrates abilities in one area of learning which places them in the top 20% of the school population.

Gifted students

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 students

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

A wide range of identification strategies can be used in the identification of able, gifted and/or talented children. The identification process is continuous and is evaluated as appropriate to the needs of the children. All staff have a crucial role in identifying pupils as information is gathered from a variety of sources. At Thirsk Community Primary school the AGT register has a named Coordinator, Gemma Wall, and a named Governor, Pete Egginton. Ongoing liaison between staff and the Coordinator, Governor and Headteacher, ensures identification and provision for AGT students.

Strategies used to identify students include:

Teacher nomination following Teacher Assessment

Benchmark tests – end of KS tests and SATS

Information provided by parents

Information provided by external agencies – Music teachers, sports coaches etc.

Once a student is identified the Coordinator will work alongside the Class Teacher to validate the nomination and assessment data. The child is then placed on the school's register for the Able, Gifted and Talented. At parent consultation meetings, the parents are informed about their child's learning progression and how their needs are being met in school. Parents are also informed about additional opportunities for their child when these occasions arise.

Able, Gifted and Talented (AGT) Register

Thirsk Community Primary school keeps an AGT register for each year group that will list all students that are identified by one or more curriculum area. At the start of each academic year, each year group will have identified pupils based on attainment and assessment data. This will raise awareness of who the more able students 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 AGT register will take place. During the final pupil progress meeting of the academic year, the register is reviewed and updated. If at any point a student is recommended (by parents, staff, peers etc.) as being Able, Gifted or Talented, it will be the responsibility of the Coordinator and Governor to investigate this through discussion with staff, parents and children.

Although many students who are identified will continue to make progress as expected, levels of ability are not fixed and may develop significantly over time. The stage at which high potential is demonstrated varies from one child to another. Inclusion on the AGT register is a flexible process which reflects the current needs and relative abilities of individual students. Students may move on and off the register as their circumstances change.

Provision for AGT students

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 students 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 could include: Children's Leadership Team, chess club, school production, music clubs, sporting clubs, and 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 AGT.

Children identified as AGT may take part in specific projects intended to challenge and extend the children's understanding and skills.

Monitoring

There will be an annual report to the Governing Body. This will comprise of:

Analysis of the AGT register in view of ethnicity, gender, SEN and Pupil Premium.

Performance of the AGT cohort.

Details of enrichment activities.

Developments in teaching and learning and curriculum provision, which impact particularly on the AGT cohort.

Policy Implementation : November 2018

Policy Review : 2 yearly