

“Through God’s grace, a community growing in knowledge and understanding”



St. Laurence Catholic Primary School

POLICY FOR ABLE, GIFTED AND TALENTED (AGT) CHILDREN

Revised and rewritten: 8th January 2018

Rationale

- A key feature of our school’s Mission Statement is that, in keeping with the catholic ethos of the school, we wish to develop a growing knowledge and understanding through God’s grace.
- We are committed to providing an environment, which encourages all pupils to maximise their potential and this clearly includes pupils who display some form of giftedness.
- We believe that any special abilities or talents should be identified as early as possible, and developed during the children’s time at this school.

Our aims are to:

- Ensure that all staff can successfully identify very able, gifted or talented children.
- Provide an education which is appropriate to the abilities and needs of such children.
- Develop the children’s thinking skills through extended and enriched learning activities.
- Involve and encourage parents in meeting the needs of their able, gifted or talented children as well as supporting parents in allowing children to leave school for extra curricular activities that further develop their abilities and talents.
- Be concerned not only for children’s academic development, but also for their social, moral, spiritual and emotional development.

Definitions

- **‘A very able child’**, as defined by our school, is one who achieves, or has the ability to achieve, at a level significantly in advance of the peer group. This may be in all areas of the curriculum or in one specific aspect. We identify approximately 20% of each cohort to be working at greater depth and identify approximately 5-10% as AGT.
- **‘A gifted pupil’** has the capacity for or demonstrates exceptionally high levels of performance in an academic area or several academic areas.
- **‘A talented pupil’** shows a specific ability in a non-academic area; for example sport, music or the arts.

Identification

Identification will be through a range of different approaches, using the following kinds of evidence

- (1.) Teachers' nominations based on relevant assessment profiles;
- (2.) National Curriculum attainment progress records (e.g. pupil-tracking sheets, record cards, reading or spelling tests and dance, music or sports accreditation.)
- (3.) Involvement and enthusiasm in extra curricular activities and enrichment, when ability/talent is also evident.
- (4.) Informal parent consultations.

AGT children are recorded as such on the school target tracker and this contextual information is reviewed at least twice yearly, and monitored through half termly progress meetings.

Provision

This may involve the following:

- **Specific budget allocations** – to facilitate the work of the Able, Gifted and Talented Child (AGT) Coordinator and of relevant challenge projects.
- **Expert provision** – visitors to school making a contribution to the teaching with special knowledge, skills and understanding.
- **Specialist teaching** – recruitment and deployment of teachers who have a background of specific expertise with children of known ability in the subject concerned.
- **Focused teaching** – setting aside specific, planned time to engage with identified individuals or groups of children in line with their attainment and progress.
- **Setting** – facilitating smaller teaching groups of pupils with similar attainment levels, including groups of higher achieving pupils, accessing higher level differentiation.

In-class approaches

Class teaching that responds to the needs of able, gifted and talented children may involve strategies such as:

- **Challenge** – providing activities and experiences which engage interest, and stimulate thought and action at a high level.
- **Enrichment** – adding breadth and range to a child's attainment and progress through activities and experiences which consolidate and widen the child's knowledge, skills and understanding.
- **Extension** – providing opportunities for children to increase the depth of their knowledge, skills and understanding.
- **Specialist teaching** – providing teaching that utilises the particular skills and expertise of individual teachers.
- **Team teaching** – team-based approaches in a year group, or in the whole school, which enable the skills or enthusiasms of particular teachers to be made more widely available to very able, gifted and talented children.
- **Peer teaching** – opportunities for pupils to work with like-minded peers.
- **Encouraging independent learning** – project work and open ended tasks.
- **Differentiation** – modifying the learning experiences of very able, gifted and talented children so as to promote the opportunities for them to engage primarily in higher-order thinking. Access to higher tier assessment papers.

- **Out-of-class activities which may include:**
 - Extra-curricular clubs.
 - Music or sports practice and performance, or competition opportunities.
 - Special events – e.g. field trips, residential visits.
 - Providing out-of-school activities within the community.
 - Challenge projects for able, gifted and talented children.
 - Visits by experts – e.g. dance groups etc.

Roles and Responsibilities

The school's designated **Able, Gifted and Talented Child Coordinator** will:

- Support staff in the identification and setting-up of provision for very able, gifted and talented children, by leading an annual staff meeting on AGT provision and supporting staff, alongside the Assessment Leader, with monitoring and updating data.
- Collate and monitor the register of very able, gifted and talented children annually and support class teachers to update the provision maps termly, ensuring AGT provision is included.
- Promote the school's agreed policy and practice with regard to the teaching and learning provision for very able, gifted and talented children.
- Audit the quality of provision and monitor and evaluate progress, in partnership with the school's leadership team and the governing body.
- Arrange appropriate INSET for training of staff.
- Facilitate the transfer of AGT information at the end of Y6 onto the receiving Secondary schools.
- Work closely with the Inclusion Manager, class teachers and parents, as necessary.

The **class teachers** will:

- Fulfil their role in the identification and nomination of very able, gifted and talented children, in consultation with the AGT co-ordinator and subject leaders.
- Provide challenging activities for able pupils and monitor their progress through the pupil progress meetings.
- Deploy the agreed professional approaches to the development of very able, gifted and talented children.
- Ensure that the parents of very able, gifted and talented children have ample opportunity to contribute to, and receive feedback about, the assessments of their children's progress.

Agreed by staff on: 8th January 2018

Ratified by the Governors on:

Review date:

Policy Name: POLICY FOR ABLE, GIFTED AND TALENTED (AGT) CHILDREN

Policy Date: 08.01.2018



EQUALITY IMPACT ASSESSMENT for SCHOOL POLICIES

		Yes / No	Comments
1.	Does the Policy/Guidance affect one group less or more favourably than another on the basis of:		
	• Age (for policies affecting staff)	N/A	
	• Disability	N	
	• Sex	N	
	• Gender reassignment	N	
	• Pregnancy/maternity	N	
	• Race (which includes colour, nationality and ethnic or national origins)	N	
	• Sexual orientation	N	
	• Religion or belief	N	
	• Marriage / civil partnership	N	
2.	Is there any evidence that some groups are affected differently?	N	
3.	If we have identified potential discrimination are any exceptions reasonable, legal and justifiable?	N	
4.	Is the impact of the policy/guidance likely to be negative?	N	
5.	If so, can the impact be avoided?	N	
6.	What alternatives are there to achieving the policy/guidance without the impact?	N	
7.	Can we reduce the impact by taking different action?	N	

Equality Impact Assessment carried out by: Curriculum Committee/MJ O'Sullivan

Date: Jan 2018