

*"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: 10<sup>th</sup> June 2013

#### **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 a limited range. We would expect to identify 10% of the school population as very able.
- **'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

A register of very able, gifted and talented children is kept updated and monitored twice yearly. 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.

## 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.
- **Withdrawal across year groups** – a nominated group of children taken out of their normal classroom to work with a teacher or other adult in an area of expertise or specialism.
- **Setting** – facilitating smaller teaching groups of pupils with similar attainment levels, including groups of higher achieving pupils.

## 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 with Year 6 transition data.
- Collate and monitor the register of very able, gifted and talented children, on a twice yearly basis and update the provision map twice yearly.
- 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, write action plans for school improvement, and monitor and evaluate progress with such action plans, in partnership with the school's leadership team and the governing body.
- Arrange appropriate INSET for training of staff.
- Liase with the SENCO 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 identified at 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:** 13<sup>th</sup> June 2013

**Ratified by the Curriculum Committee on:** 19th June 2013

**Review date:** June 2016