



Ormskirk C of E Primary School

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Able, Gifted and Talented Policy

Mission Statement

Our whole school community strives, through God's love and guidance, to provide a safe and stimulating environment in which all children are Inspired, Aim High, Achieve and Shine.

Rationale

At Ormskirk CE Primary School, we believe that all pupils are entitled to receive the support and challenge necessary to help them to develop their full potential. The needs of able, gifted and talented pupils are acknowledged as part of our overall inclusion policy. We recognise the importance of identifying a wide range of abilities and talents, and of providing opportunities to nurture them. In addition we are committed to developing pupils' social and emotional skills as essential elements in the development of the whole person.

Definition

At Ormskirk CE, we use the general term "most able" to refer to pupils who demonstrate or have the potential to work at a level above their peers. This may be in one or more areas.

Specifically, "able" pupils are those who have ability in academic subjects such as English (including Drama), History and Mathematics.

"Talented" pupils will have ability in the areas of Music, Art or Sport. Although others may use the term more generally, we identify "gifted" pupils as those who demonstrate exceptional ability in one or more areas, and represent 0.5% of the national population.

It is expected that about 5% of a cohort would be classed in the category of able, gifted or talented.

Aims

- ✓ To use a range of qualitative and quantitative data to identify our most able pupils.
- ✓ To recognise those pupils who may have the potential but currently underachieve.
- ✓ To ensure that all staff receive appropriate support and training in identifying and providing for most able pupils.
- ✓ To provide support and challenge in the classroom through a curriculum rich in creativity, personalised learning and independent learning opportunities which is set within an ethos of high teacher expectations.
- ✓ To ensure that where necessary individuals receive academic or pastoral support to overcome identified barriers to learning.

- ✓ To build on existing systems of monitoring and evaluation to track the progress of these pupils.
- ✓ To work with parents to help pupils achieve their potential and to be ambitious.
- ✓ To provide a range of additional opportunities to develop the experiences of our most able

IDENTIFICATION

Identification will take place using the following criteria:

Teacher Observation

Information from other Professionals or experts from outside agencies eg, Sports Academies, Music Teachers.

Parental observation/discussion/input

Information from previous schools

Pupils' written/oral work

Agility of thought.

Show qualities of leadership.

Extra-curricular participation

Thresholds for AGT in English reading, English writing and Mathematics are followed, but teachers are aware that some pupils do not always perform as well in exams and so discretion is use.

Reading: 85%+ if a reading test was used. Writing: Greater Depth.

Mathematics (ARMA): 85%+

AGT pupils may exhibit the following:

Original and creative thought

Independent, resourceful learning

Exceptional ability in Music or Art

Be passionate and exceptionally well informed in a particular area of interest

Mature verbal articulation

High motivation

Ability to empathise with others

It is important that all staff are aware of the possible vulnerability of AGT children. Eg, some able children are keen to hide their abilities; there may be peer pressure to underachieve. Some able children have excellent verbal ability but are poor writers. Some may have short attention span.

ROLE OF AGT LEADING TEACHER

The role of the AGT Leading Teacher is to support the School Management Team (SMT) to develop a whole school approach, help colleagues develop good classroom provision and act as champion for AGT pupils, ensuring their needs are recognised and catered for within school.

Key tasks include:

- Ensuring that agreement is reached on how AGT pupils are identified.
- Ensuring identification of vulnerable/underachieving pupils.
- Working with SMT to write a policy and action plans.

- Working with Subject Leaders to ensure challenge and support across the curriculum.
- Working with pupils to identify their learning needs.
- Working with pupils and staff to identify possible barriers to success.
- Working with support staff to help overcome barriers to learning.
- Providing extended school provision eg, subjects beyond the curriculum such as clubs, visits.
- Identifying the professional development needs of staff.
- Monitoring provision and evaluating its impact.

ROLE OF SUBJECT LEADERS

Subject Leaders have a specific role in ensuring that the curriculum provides opportunities for AGT pupils in order that they can develop and demonstrate their abilities. It is important that they consider and identify what skills, attitudes and abilities constitute the highest levels of achievements in their subject. As part of their monitoring procedures, subject leaders will consider how staff are challenging these pupils.

PLANNING

There are five key dimensions to planning for AGT pupils:

1. Breadth/Enrichment - inclusion of elements outside the National Curriculum - clustering objectives and/or applying them in different contexts.
2. Depth/Extension – providing more detail and complexity: ensuring higher order questioning.
3. Acceleration – tackling objectives earlier.
4. Independence – setting own tasks/ extending ideas independently.
5. Reflection – making understanding explicit/evaluating own achievements: AFL.

CONCLUSION

At Ormskirk CE Primary School we want our children to strive to reach their full potential within a creative, stimulating and supportive environment which encourages them to do so. We will provide opportunities for personalised learning and independent learning with appropriate levels of challenge for the most able children. Success will be measured by both academic performance and an increase in the confidence and independence of our learners.