



I can do all things through him who strengthens me. Philipians 4:13

ABLE, GIFTED AND TALENTED PROVISION

At any time Yealand CE Primary School may have pupils who perform at a higher than the level expected of children in their year group. These children may be identified as *Able pupils*, *Gifted pupils* or *Talented pupils*. Our policy for these pupils endeavours to ensure they can be appropriately and effectively provided for through the teaching and learning programmes in school.

Our definitions for Able, Gifted and Talented (AG&T) are as follows:

An **Able Child** can be:

One who achieves or has the ability to achieve at a significantly higher level of ability than most pupils of the same age group within an area of learning.

One who demonstrates abilities in one area of learning which places them in the top 20% of the school population

May demonstrate high intelligence

High order Leadership skills

Mechanical ingenuity

Creative thinking or practical skills

Demonstrate high level interpersonal skills

They may also demonstrate:

High ability with poor motor skills

Good ability with poor motor skills

High ability with attention deficit

High ability with poor social skills

An eagerness to disguise their abilities.

A **Gifted Child** is one who:

Performs or who has the potential to perform at an extremely high level in more than one area of learning other than in Art, Design, Music or PE

Are within the 5% of pupils at the school demonstrating gifted ability in the above areas.

A **Talented Child** is one who:

Excels or who has the potential to excel in one or more creative or expressive art or sport such as Art, Design, Music, PE or Performing Arts.

Yealand CE Primary School has one AG&T register that will list all pupils 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. Most of these pupils will fit into the "Able" definition as mentioned earlier with a smaller proportion fitting the "Talented" or "Gifted" definitions. This will raise awareness of who the more able pupils are in each year group and will mean that before the start of each academic year there is a list of the more able pupils across the school. This should facilitate planning to meet the needs of these pupils from day one in the new academic year. During termly Pupil Progress meetings a review of this list will take place. During the final pupil progress meeting of the academic year, the list is again reviewed and updated.

At this point the following are possible;

- Pupils currently on the register remain on the register (no evidence required)
- Pupils who have consistently met the criteria could be added to the register (no evidence required)
- Pupils could be removed from the register if they have failed to meet the criteria (teachers must give brief reasons during the pupil progress meeting. The reasons could include: behaviour concerns, homework concerns, effort concerns, absence, attainment concerns and must include any intervention that has been put in place). This information will then be used to form the AG&T register for the following year.

Additional Methods of Identification

If at any point a pupil is recommended (by parents, staff, peers etc.) as being Able, Gifted and Talented, then it will be the responsibility of the class teacher to investigate this.

This may be done using the following methods:

- Discussion with the pupil
- Discussion with relevant staff
- Discussion with parents
- Discussion with peers

Staff will use the AG&T register to identify students and provide appropriate provision for them in lessons.

It is expected that most pupils will fit into the 'Able' definition with a smaller proportion fitting the 'Gifted' and/or 'Talented' definitions. However, there will be some pupils who meet the 'Gifted' definition in a wide range of curriculum areas and appropriate provision must be put in place by the class teacher for these pupils.

Provision for AG&T pupils

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.
- Subject leaders should be aware of the provision for these pupils in their subject.
- There is an aspiration to exceed Age Related Expectations.

Enrichment: The purpose of enrichment/extra-curricular provision should be to provide opportunities for able pupils 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 may include: maths challenge, chess club, school production, theatre visits or visiting speakers.
- It will also be appropriate to enter local and national competitions aimed specifically at able students.

Other activities and provision for able students nationally and locally will also be investigated by the Senior Leadership Team. This will be based on the interests of the pupils that make up the Whole School Register and may vary year by year.

The Leadership Team will also be responsible for providing enrichment that aims to raise the aspirations of the pupils on the Whole School Register.

Monitoring: There will be an annual report to the Staffing and Curriculum committee of the Governing Body. This will comprise:

- An analysis of the whole school register, in terms of gender, ethnicity and movement on and off the register
- Performance of the AG&T cohort
- School wide performance of children expected to exceed Age Related Expectations
- Details of enrichment activities
- Developments in teaching and learning and curriculum provision, which impact particularly on the AG&T cohort.

Policy review date ...October 2022 or sooner if necessary