

# Emmbrook Infant School



## Able, Gifted and Talented Policy

<b>Responsibility of:</b>	MA&T Leader and Achievement Committee
<b>Date of Review:</b>	Summer Term 2018
<b>Aims</b> At our School, every child is entitled to a broad, balanced and enriching curriculum where an enthusiasm for learning is fostered. We value learners' own interests and learning styles. The curriculum meets the differing learning needs of all students by providing strong opportunities for delivering added breadth, increased depth and an individualised pace of learning. There are ample opportunities to apply skills, knowledge and understanding in a variety of contexts across the curriculum. Through a secure and flexible learning environment, differentiated planning, diverse teaching styles, careful monitoring of progress and the rich resourcing of subjects, the staff are able to identify and fully develop the personal qualities, learning skills and individual talents of every pupil within the spiritual, moral, social and cultural framework of the school.	

### Aims

## Objectives

- To establish challenge in learning in the positive.
- To identify and encourage high attaining, able gifted and talented pupils using a range of formal and informal teaching strategies.
- To identify and address any barriers to pupil underachievement.
- To use national age related expectation assessments and professional, observational methods of assessment and judgement to support the provision of personalised learning paths.
- To develop the pupils' social, moral, spiritual, and cultural experiences at levels appropriate to their abilities.
- To look for daily opportunities to enrich, broaden and where appropriate, accelerate learning within the classroom in order that pupils master new concepts.
- Link learning to wider experiences and encourage connections across subjects.
- To encourage independent and autonomous learning where children use their own initiative.
- To use a range of teaching methods, ideas, resources and tasks that motivate, challenge and support the learning journey.
- To involve learners in working within a range of settings and groups, including across class and key stage.
- To provide CDP for staff to support the rigorous process of identification and provision, and support.
- To track, analyse and act up on school and national pupil performance data.
- To involve and support parents and carers in supporting AG&T pupils..

## Definition of Able, Gifted and Talented Pupils

The School defines Able, Gifted and Talented children as pupils demonstrating specific ability/ies and potential in one or more subjects or styles of learning:

- Art and technology
- Music and performing arts - sensitive to mood, emotion, enjoys rhythm
- Physical abilities
- General intellectual ability within a specific subject area
- Leadership skills showing strong social and personal awareness
- Linguistic - a facility with language, patterning and systems
- Kinaesthetic - skilled at handicrafts, good control of objects, likes to act out and touch
- Interpersonal - relates well to others, mediator, good communicator
- Intrapersonal - self motivated, high degree of self knowledge, strong sense of values

## **Identification strategies:**

When identifying pupils staff consider a variety of indicators:

- Teacher observation - annotated school work
- Teacher class assessments and National Curriculum end of key stage tests
- A comparison of learning behaviour within the peer group
- Parent, pre-school and background knowledge
- Use of national age related expectations guidance.
- Advice from Educational Psychologists and other agencies

Where pupils are identified, it is the responsibility of the class teacher to inform the More able and Talented lead and to ensure that the academic, social, emotional and physical needs of these pupils are met.

## **Teaching and Learning - Provision for high attaining pupils and the very able, gifted and talented.**

The classroom should offer a carefully structured, positive learning environment in which the contribution made by **all** pupils is recognized; differences and barriers acknowledged and where an enthusiasm for learning and challenge is fostered. Teachers should seek to provide tasks that promote problem-solving skills associated with clear thinking and a spirit of investigation and application should be encouraged.

Strategies which enable children to achieve as high attaining pupils:

- Enrichment and extension across the curriculum
- Working with others of similar abilities
- Differentiation and challenge in set tasks
- Enrichment activities in school and in after school clubs
- Extra- curricular opportunities
- Teachers using higher order questioning techniques
- Using the Edward De Bono thinking hats to explore problem solving where appropriate
- Listening to pupil voice and allowing pupils to choose learning direction

## **Good practice within our School:**

- Full class teaching - in an atmosphere of mutual respect where mistakes are accepted as a route to learning.
- Setting – by social groups, attainment groups or mixed aptitude groups
- Withdrawal – to create an atmosphere conducive to enquiry, to use specific resources or materials.
- Mentoring – for social or skill based needs
- Enrichment – Visiting experts, range of materials and resources, investigation work, increased technical/ specialist language etc
- Extension – open-ended tasks and questions, deepening understanding of concepts, additional activities around the basic themes.
- Differentiation – matching tasks to ability

- Flexibility in practice
- Challenge – competition against self – clear targeting.
- Problem solving and investigation – to develop reasoning and thinking skills.
- Training to enable staff to identify, support and extend able pupils.

## Outside School

The most effective support the school can provide to parents of high attaining children is via open communication of information about progress and strategies adopted.

The school will need to make use of:

- The special skills of individual members of staff
- The use of visiting experts
- The schools library service
- Specialist clubs and societies
- National associations
- The Internet

## Assessment, Recording and Reporting

Please refer to the Policy for Assessment.

## Equal Opportunities

The curriculum will be accessible to all children irrespective of their ethnic background, gender, disability or religious or linguistic background. Children with special educational needs will have full access to the curriculum.

## Roles and Responsibilities

The *Teacher Leader* for More able and talented pupils is Jenny Wright supported by the MA&T Governor.

- The **Teacher Leader** liaises with the Governor keeping them informed on a termly basis of identification progress, and monitoring. They share an annual evaluation.
- The **Teacher Leader** has an overview of the area, liaises with teachers and support staff with early identification, coordinates and monitors the Able Child Register, arranges appropriate INSET and other training for staff and attends LA and network meetings between schools sharing best practice and new initiatives with staff.
- **All staff** are responsible for sharing the identification and recognition of high attaining, able, gifted and talented pupils.
- **Class teachers** are responsible for planning to meet these pupils' needs through appropriately differentiated work, enrichment and extension activities and delivering this curriculum on a daily basis, with the guidance and support of the MA&T Leader.

## Monitoring and Evaluation

The MA&T subject leader is responsible for monitoring the Policy, action plan and any MA&T Register. They will also support staff in planning and monitoring. Parents are

kept clearly informed of their child's progress and monitoring allows each individual's needs to be met.