



Able, Gifted and Talented Pupils



Aims

All of our policies are underpinned by our Vision and driven by our Values of Friendship, Family and Fulfilment.

We are committed to providing an environment which encourages all pupils to maximise their potential both academically and socially through the development of the appropriate concepts, skills and attitudes. This clearly includes pupils who display some form of giftedness.

Definitions

An **able** learner, 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.

A **gifted** pupil is one who is in the top 5-10% of the pupil population of the school or class group (DfE definition) who 'has the capacity for or demonstrates high levels of performance in an academic area'.

A **talented** pupil is one who is in the top 5-10% of the pupil population at the school or class group with a specific ability in a non-academic area:

- Physical Talent
- Visual/Performing Abilities
- Mechanical Ingenuity
- Outstanding Leadership
- Social Awareness
- Creativity
- Sports, games, skilled dexterity
- Dance, movement, drama
- Construction, object assembly, working solutions
- Organiser, outstanding team member, sound judgments
- Sensitivity, empathy, carer
- Artistic, musical, linguistic

In addition, a child may be very able in some areas and also appear on the Special Educational Needs (SEN) register for behavioural, social, physical, sensory or specific learning difficulties. Such a child has a Dual or Multiple Exceptionality.

All the children in the groups above are recognised to be unique individuals, with their own individual strengths and weaknesses, and hence the importance of identification leading to personalisation of their learning experiences.

Identification of able, gifted and talented pupils

As a school we are aware that no identification strategy is perfect and also that different talents emerge at different stages and in different circumstances so it is essential never to regard a child's potential as fixed. Before identifying any child gifted in a particular area, we aim to ensure that all children have had the opportunity to learn and succeed in this area.

As a school we use a variety of identification strategies:

- Teacher observation (see Appendix 1)
- Assessment results
- Specialist teacher identification

It is worth remembering that gifted pupils can be:

- Good all-rounders

- Of high ability but with low motivation or short attention span
- High achievers in one area
- Of good verbal ability but poor writing skills
- Very able with poor social skills
- Keen to disguise their abilities

Able, Gifted and Talented Register

We maintain a register of children who are identified as gifted and talented in Mathematics, English, Science and any other named areas. This is updated annually.

Provision for able, gifted and talented pupils

Provision for able, gifted and talented pupils is the responsibility of all staff, who aim to:

- Maintain an secure environment in which pupils feel happy to display ability and take risks
- Encourage all pupils to be independent learners
- Recognise achievement
- Be aware of the effects of ethnicity, bilingualism, gender and social circumstances on learning and high achievement
- Provide work at an appropriate level to challenge pupils
- Provide opportunities for all pupils to work with like-minded peers where possible

Types of provision

- Teachers have high expectations and communicate these to pupils
- Tasks are designed to take account of levels of existing knowledge, skills and understanding
- There are planned extension opportunities, enrichment sessions and open-ended tasks
- Small group work and collaborative tasks
- Grouping by ability, particularly in Mathematics and English
- Schemes of work that address the needs of gifted and talented pupils
- Problem solving and investigation to develop reasoning and thinking skills
- Use and model open-ended questions and tasks
- Introduce elements of competition within and outside peer group
- Competition against self through target setting
- Opportunities for creative and productive thinking
- Cluster partnerships
- Partnerships with secondary schools
- Gifted and Talented workshops

Involving Parents

Parents have a huge amount of information regarding their child's abilities and are encouraged to share this with school where they believe their child may be gifted or talented. The most effective support the school can provide to parents of able, gifted and talented children is via open communication of information about progress and strategies adopted.

Monitoring, Assessment and Evaluation

Pupils' achievements will be monitored and evaluated against individual targets. This process will include:

- Pupil progress meetings between class teachers and the Headteacher / Assistant Headteacher
- Regular tracking of progress across the curriculum
- Encouraging pupils to assess and review their own performance
- Valuing out of school achievements

- Intervention activities to prevent underachievement.

Policy Review

The effectiveness of this policy will be reviewed every two years by the Headteacher and staff and as part of the school governors' cycle of policy review.

ABLE, GIFTED & TALENTED

Reviewed: Every 2 years

Reviewed by: Head teacher, staff, LGC

Ratified:

Next Review: December 2025

Filed: PITTON POLICIES/Non Statutory Children

Appendix 1: An initial guide for the identification of able, gifted and talented pupils

Look out for the child who:

- Learns more quickly than his/her peers
- Has a very retentive memory
- Has a wide general knowledge and interest in the world
- Is exceptionally musical
- Excels at sport
- Creates three dimensional working models
- Has an advanced moral and social awareness
- Is a born leader
- Is original, imaginative and creative
- Enjoys problem solving, often missing out the intermediate stages in the process and making original connections
- Is persistent, resourceful, self-directed and can concentrate for an inordinate amount of time on a topic
- Has an unusual hobby
- Has advanced vocabulary
- Shows initiative and does not follow the herd
- Is versatile and has many interests, although one may be particularly absorbing
- Has good judgments and enjoys debating
- Has a well developed, sometimes unusual, sense of humour
- Is either unusually introverted or extroverted
- Finds it more comfortable and challenging to communicate with adults
- Pays great attention to detail
- Grasps new concepts with ease
- Links areas of knowledge without specific teaching
- Is very motivated or self disciplined
- Is a lateral or divergent thinker

This checklist should be used alongside other means of assessment in order to develop a picture of the whole child.

Appendix 2: A Checklist for recognising the Under-Achieving More Able Child

- Anti-school
- Orally good while written work is poor
- Apparently bored
- Restless and inattentive
- Absorbed in a private world
- Tactless and impatient with slower minds
- Friendly with older pupils
- Self-critical
- Poor social relations with peers and teachers
- Emotionally unstable
- Outwardly self-sufficient

But also

- Creative when motivated
- Quick to learn
- Able to solve problems
- Able to ask provocative questions
- Persevering when motivated
- Given to abstract thought
- Inventive in response to open-ended questions