



# Able, Gifted and Talented Children Policy

## **AIMS**

*There is nothing so unfair than the equal treatment of unequal children. [Thomas Jefferson](#)*

To have our most able, gifted and talented children remember their primary school fondly, and with the sure knowledge that we gave them the very best foundation on which to flourish.

To ensure that our school, as much as is possible, finds the special ability or talent in all children and nurtures and treasures it thus to enrich their future life.

## **DEFINITIONS**

**Able**

Pupils with the potential to achieve at a higher level than the majority of their peers in "academic" subjects. Children may have ability within one or more areas of the curriculum. This also includes children who are leaders or role models and who display outstanding leadership and/or social skills.

**Gifted**

Children with an innate ability, who present a natural aptitude for exceptional performance. Nationally they would represent 0.5% of the population and therefore in our school we would rarely find more than one or two children.

**Talented**

Pupils with a particular ability in art, music, sport or the performing arts.

**IDENTIFICATION**

All staff must be aware that no identification strategy is perfect and that different talents and abilities emerge at different stages and as new opportunities arise. As a result, it is essential not to regard a pupil's abilities or talents as "fixed". We need to recognise the importance of identifying potential as well as performance. An AGT pupil should be identified using a variety of methods. This will vary according to subject area (see under subject headings) but should also include elements of the following:

- teacher nomination (based on tests of knowledge or potential, observation, information received from a previous school or by referring to the checklist of characteristics in Appendices A,B and C)
- self nomination
- parental nomination
- specialist teacher nomination (such as a dance teacher)

Staff must be aware that some AGT pupils may be reluctant learners or display other negative attributes such as being keen to disguise their abilities or talents and may have behavioural problems. Above all, we need to have a system that is fair and transparent; AGT pupils are not always the "teacher pleasers " or "nice kids".

## PROVISION

It is our belief that provision for AGT pupils must not be made at the expense of other pupils but that the AGT child has additional needs and has as much right to appropriate provision as any other child. It is also our belief that the right kind of provision is important and that, whilst of benefit to some, acceleration is not always the most important or wisest course.

Our provision ensures that the school:

- creates an ethos where it is okay to be bright
- encourages all pupils to be independent learners
- recognises achievement
- is aware of how ethnicity, bilingualism, gender and social circumstances can effect learning, expectations and high achievement
- provides a wide range of extra-curricular activities and clubs
- has regular events where talents can be shared and celebrated
- provides work at an appropriate level
- provides opportunities for all pupils to work with like-minded peers

To meet the needs of AGT pupils, a range of strategies should be adopted which may include:

- setting
- withdrawal groups
- target setting
- fast-tracking
- acceleration
- enrichment
- differentiation
- school clubs
- cluster groups with other schools
- extension (use of open ended questioning or higher order thinking skills)
- opportunities for performance
- artists in residence
- specialist teachers
- partnerships with secondary schools
- time restricted activities

## **INITIATIVES FOR THE A,G&T AT LITTLE DIGMOOR**

### **ABLE**

- School Council
- Eco Warriors
- Library access
- Booster groups

### **TALENTED**

- Craft Club
- Workshops
- Christmas/Summer Shows
- Choir
- A variety of sports and competitions.
- Gardening Club
- Competitions

### **NAMED PERSON FOR AGT**

The named person for this school is Mrs Rowat, and she is responsible for:

- consultation with the SLT, staff and governors
- ensuring liaison with parents
- reviewing the policy
- monitoring provision
- identification of any suitable mentors for pupils
- provision of any necessary resources
- keeping up to date with information to do with the AGT and feeding back to the staff
- developing links with agencies or organisations who support AGT.

## **ROLE OF THE GOVERNORS**

It is the role of the governing body to:

- ensure that the policy can be made to work
- enable equality of opportunity for AGT pupils
- make sure that all relevant policies and documents refer to AGT pupils
- ensure fair distribution of resources

Our link governor for AGT pupils is Yvonne Gagen.

## APPENDIX A: AN INITIAL GUIDE FOR THE IDENTIFICATION OF ABLE AND TALENTED PUPILS

Look out for the child who:

- learns more quickly than others
- has a very retentive memory
- has a wide general knowledge and interest in the world
- is exceptionally musical
- excels in sport
- creates 3 dimensional working models
- has advanced social and moral awareness
- is a born leader
- is original, creative and imaginative
- enjoys problem-solving, often missing out the intermediate stages in the process
- is persistent, resourceful, self-directed and can concentrate for an inordinate amount of time on the topic
- has an unusual hobby such as astronomy
- is inquisitive, sceptical and will argue without giving way
- has an advanced vocabulary
- shows initiative and does not follow the crowd
- is versatile and has many interests
- has a good judgement and enjoys debating
- has a well-developed sense of humour
- is either unusually introvert or extrovert
- is more comfortable communicating with adults
- pays great attention to detail
- grasps new concepts with ease
- links areas of knowledge without specific teaching
- is motivated and self-disciplined
- is a lateral or divergent thinker

## **APPENDIX B:**

### **SUBJECT SPECIFIC GUIDE TO RECOGNISING AGT PUPILS**

AGT children should:

#### **ART & DESIGN**

- Be innovative- have original ideas and be risk takers
- Have an eye for colour and shape
- Gifted using particular medium
- Be imaginative
- Have the ability to see perspective
- Be abstract thinkers

#### **DT**

- Possess qualities of:
- Ability to see the application of materials, willingness to experiment
- Manual dexterity
- Inventiveness
- Willingness to evaluate/ re-evaluate

#### **WRITING**

- The ability to write creatively and imaginatively, with flair, using challenging vocabulary.

#### **SPEAKING AND LISTENING/DRAMA**

- The ability to speak or perform with confidence and to take risks in front of an audience.

## **FOUNDATION STAGE**

- Display outstanding abilities in practical activities, explore and investigate independently.
- Show enthusiasm for learning.

## **GEOGRAPHY**

- Have an understanding of where we are in the world and where other countries are.
- Spatial awareness - for plans, layers under the ground etc.
- Have the ability to communicate knowledge, using maps, atlases and globes etc.
- Have a good knowledge of naturally occurring disasters.

## **HISTORY**

- Skills of chronology
- Empathy - the ability to put themselves into another period, and question with the values of that time.
- The ability to question imaginatively and interpret perceptively the past, and to recognise that actions have consequences.

## **COMPUTING**

- Confidence to work independently, take risks and experiment with program functions.
- A logical approach to tasks.
- An ability to spot similarities between programs and understand the advantages/disadvantages of using ICT .

## **MATHS**

- Mental ability - rapid recall of number facts etc
- Abstract thinking
- Spatial awareness
- Logical thought processes
- Application of maths into real life situations.

## **P.E.**

- Imaginative use of skills and abilities above and beyond the level taught.

## **PSHCE**

- Demonstrate a sensitivity/empathy of the situation and of others.
- Demonstrate a knowledge and understanding of cause and effect of their own actions and actions of others.
- Demonstrate a mature outlook upon situations.
- Demonstrate an ability to problem solve, co-operate, listen and concentrate.
- Reflect upon their own learning and transfer to real life situations.

## **APPENDIX C: A CHECKLIST FOR SIGNS OF THE UNDER-ACHIEVING ABLE CHILD**

Some one might be:

- anti-school
- orally good but written work 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
- keen to hide abilities and talents

But is also:

- creative when motivated
- quick to learn
- able to solve problems
- able to ask provocative questions
- persevering when motivated