



GREAT ECCLESTON COPP
CHURCH OF ENGLAND
PRIMARY SCHOOL



Able, Gifted and
Talented Policy

Reviewed and updated September 2019

Copp Cares

"Let us love, not in word, but in truth and action." (1 John 3:18)

Talk to me and I will listen, show me and I will remember,
Involve me and I will learn, encourage me and I will thrive.

Copp, the village school, where everyone is special and where God will help us grow.

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Rationale

We aim to consistently provide learning opportunities for all our pupils to inspire them to not only reach their potential, but to aspire to be the best they can be. We ensure that those pupils who are identified (in any subject) as able, gifted and talented children (AGT) are given opportunities which are challenging, intellectually stimulating and enrich their knowledge and skills. We ensure that AGT children receive as much support, guidance and encouragement as any other child.

Aims

Our main aims are to:

- Identify AGT children as early as possible in their time at our school
- Consider children's abilities in all curriculum areas and plan strategically for them
- Develop the specific skills and talents of each individual child
- Offer an appropriate curriculum that is deep, broad and engaging
- Use school data to monitor AGT performance
- Inform and involve everyone concerned with the teaching and learning issues related to AGT children
- Recognise that AGT children may present themselves as underachievers due to emotional or social problems
- Create a school ethos that encourages high achievement
- Provide resources to facilitate children's learning
- Train staff and make them aware of current thinking
- Consult and liaise with other agencies where appropriate

Guidelines for Definition

At Great Eccleston Copp CE School we adopt the following definitions:

Able (academic)

Describes students who have the ability to excel academically in one or more subjects such as English, maths or science.

Gifted

Gifted are those children who excel above the able children in any area.

Talented (performance)

Describes students who have the ability to excel in practical skills such as sport, leadership, art, music etc.

Identification

Pupils who achieve greater depth and breadth at the end of KS1 in the core subjects are identified as AGT pupils. Those pupils who achieve greater depth and breadth in Reception are expected to make good progress to achieve greater depth and breadth at the end of KS1. Planning takes into consideration the needs of all pupils, including AGT pupils. This will ensure appropriate pace, rigour, challenge, deepening and widening of understanding and embedding of application of skills/knowledge.

A variety of methods will be used to identify AGT children, including:

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- Teacher observation and assessment
- Background knowledge from parents/ carers and previous schools
- Testing: results of national curriculum tests, teacher assessments and foundation stage profiles
- Information from previous teacher/schools or pre school
- Discussion with pupils (*self and peer-nominations*)
- Discussion with other adults who work in school e.g. peripatetic music teachers, Sports 4 All coaches

NB Any child may be identified as AGT during any point in KS2.

Partnership with Parents

Parents/ carers and teachers will work together for the needs of the AGT child.

Secondary Transfer

We will liaise with secondary schools to provide information on AGT pupils.

Effective Learning

Opportunities for effective learning and teaching for AGT children can take place through:

- an enriched and relevant curriculum
- the use of support staff in group work
- helping children to formulate questions
- working both co-operatively and independently
- experiencing success to gain self-esteem and self-confidence
- encouragement to take risks and experience setbacks
- allowing children to take responsibility for their own work and encouraging them to value the work of others
- discussion between teachers and children communicating high expectations and standards
- activities which deepen and widen skills and knowledge
- activities which embed concepts and allow the application of skills/knowledge
- in certain cases, providing the opportunity for children to work outside their usual working environment.

Class Provision and Differentiation

Enrichment/extension work is provided by all teachers in all classes as part of a normal differentiated provision according to need. Children may be grouped according to ability in order to promote learning. Planning should provide activities requiring higher order thinking skills, as appropriate. The role of the teacher is vital in challenging thinking for such pupils.

Classroom planning:

- Teachers are clear about which children are more able in different subjects
- Tasks are designed to take account of levels of existing knowledge, skills and understanding
- Planned learning activities or open ended tasks
- Effective questioning
- Small group work with those of the same ability

- Small group or 1 to 1 work with those of a lower ability in order for the more able pupils to demonstrate their own understanding
- Opportunities for pupils to work on higher order skills
- Differentiated homework
- Teaching styles varied to support all types of learning
- Use of Assessment for Learning to increase pupil participation in planning and evaluation

School Based:

- School clubs - curriculum subjects e.g. sport, ICT, art, sports, music
- Enrichment/performance opportunities e.g. sports cluster and association, residential visits, musical/drama performances, choir
- Partnership with secondary schools e.g. School Sports Partnership, visit days

Out of School:

- Links with outside agencies/secondary schools e.g. sports clubs and competitions
- Specific sessions with secondary schools eg higher level maths and English
- Lancashire AGT Co-ordinator

Enrichment and Extension

Enrichment involves tasks which broaden the child's skills and understanding. Extension involves work that increases the depth of study in a specific area. Children should be encouraged to:

- Use their initiative
- Solve problems
- Seek alternative answers
- Make judgements based on confidence in their own abilities
- Use all relevant skills

KLIPs

We use KLIPs (Key Learning Indicators in Performance) to assess pupils in all subjects. Despite the fact that there is no scope within this assessment method to accelerate higher ability pupils, we continue to provide opportunities for our AGT pupils to make good progress and to access higher learning opportunities through the deepening and widening of knowledge and skills and the application of these through a range of concepts.