



ST. ANNE'S COPP
CHURCH OF ENGLAND PRIMARY
SCHOOL, GREAT ECCLESTON



AG&T



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

In building solid foundations for every unique individual and putting God's love at the centre of all we do, our children learn to embrace our diverse world. We encourage our children to learn universally in order to understand our heritage and roots as a village, town, region and nation. Through strong community links, our children grow in **compassion** and **understanding**, **promote justice** and possess commitment and **aspire** to make a positive difference. We offer an ambitious curriculum that ignites **curiosity** along with high personal expectations that fosters **resilience** and which enables them to flourish. Our children are easily distinguished by the **courage** they show when making brave choices and understand the importance of becoming the very best versions of themselves.

Rationale

At St Anne's Copp C of E Primary School, Great Eccleston we aim to provide the best education we can for all our pupils in a curriculum that is stimulating and challenging.

Success is achieved in close partnership with pupils, teachers, parents, carers and other members of the community. All children in our school are given fair and equal opportunities to develop their full potential with positive regard to gender, ethnicity, cultural and religious background, sexuality and disability.

In our school we provide a curriculum that is appropriate to the needs and abilities of all our children. We plan our teaching and learning in such a way that we enable each child to reach for the highest level of personal achievement. This policy helps to ensure that we recognise and support the needs of those children in our school who have been identified as 'more able', 'gifted' and 'talented' according to national guidelines.

Through this policy we aim to:

- Create a school atmosphere where learning takes place for all
- Celebrate success in all areas of learning
- Ensure that we recognise and support the needs of our pupils
- Enable pupils to develop to their full potential
- Ensure that we challenge and extend the children through the work that we set
- Encourage pupils to think and work independently

Definitions: According to NACE (National Association for Able Children in Education)

More able: (10/15% of each class.)

- Learners who have the **potential or capacity** for high attainment;
- Learners who **demonstrate high levels of performance** in an academic area;
- Learners who are more able **relative to their peers** in their own year group, class and school/college;
- Ability in all areas of the curriculum **or** in a specific subject/curriculum area, including the arts and physical activities

Gifted:

- A child who shows **exceptional** ability in one or more areas such as mathematical, verbal, spatial awareness." (Their **academic** ability.)

Talented:

- A child with particular abilities in sport, music, design or creative and performing arts. This group include those who are “vocationally gifted”, “those with an **innate ability**, who present a natural, outstanding aptitude or competence for exceptional performance.” (**non-academic areas** – sports/arts)

Roles and Responsibilities:

Headteacher:

- To lead the school in the role of celebrating the achievement of all students, as well as those who are AGT
- To liaise with the AGT Subject Leader

AGT Subject Leader:

- To attend local meetings and any applicable training
- To generate a More Able, Gifted and Talented cohort register and make this available to all staff
- To review the register, maintain the register and contribute towards the monitoring of and interventions for any underachieving AGT students
- To audit, research and purchase suitable AGT resources
- To inform staff of any AGT issues, updates etc.
- To be available to discuss action plans with colleagues
- To monitor and evaluate aspects of the More Able, Gifted and Talented provision within the school

All Teachers:

1. To access the More Able, Gifted and Talented cohort register and to know which pupils in each class fall into this group
2. To understand the process of making a AGT pupil nomination, to then potentially receive a pupil passport.
3. To offer teaching and learning strategies which challenge the More Able, Gifted and Talented pupils and are in-line with the National Curriculum and the school's long-term plans.

Identification:

Identification of More Able, Gifted and Talented pupils forms an essential part in ensuring that the curriculum meets the needs of all children and should take into account:

- The full range of abilities (academic and creative ability) and intelligences including those with subject-specific strength
- Teacher observation and assessment, based on agreed criteria such as generic and subject checklists
- Potential as well as proven achievement
- National Curriculum attainment
- Standardised test scores
- The views of a wide range of adults, including teachers, support staff, parents, community workers, team coaches
- Relevant information from previous educational providers
- Involvement and achievement in school, County, National competitions
- Achievements in extra-curricular activities
- Nomination by external agency, peer group or parent

Identification contd.

Using a checklist to aid the identification process should be used with caution. AGT pupils will not necessarily fit these expectations however, with quality and breadth of provision, there may reasonably be the expectation that the potential of some pupils remains unlocked or untapped. The presence of such individuals and groups will always be anticipated.

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This will be particularly the case for gifted and talented learners who also have one or more special needs. Gifts and talents are often overlooked or go unrecognised when they lie outside the standard academic curriculum (for example in less common or popular areas of sport, or in certain aspects of dance and music). Similarly, the nature of the curriculum and the way young people perceive it can prevent them engaging fully with the curriculum and revealing their gifts and talents to their teachers (and themselves). It is therefore reasonable to suggest some More Able, Gifted and Talented pupils may also be identified by the following characteristics, which may be indicators that a pupil's needs are not being met.

Register

Following an accepted nomination, identified children are placed on the register. A Personalised Provision Passport (PPP) may be created for the pupil using Edukey. Their progress will be monitored regularly and reviewed in-line with the our existing reporting system. The parents of children placed on the main register may be invited to discuss and share information readily about AGT provision for their child, including sharing information from the Personalised Provision Passport (PPP)

The parents of any child who is consistently not fulfilling their potential, will be invited in to school to talk with the class teacher as to the best way of supporting them and getting their learning back on track.

Monitoring pupils

Periodically monitoring children's progress will ensure that they at least meet, or exceed their age related expectation. Tracking pupil progress enables teachers and senior leaders to monitor the progress individuals make, identify any required interventions needed, whether it be for a child who requires greater challenge or a child who requires additional support.

Transition between key stages (EYFS, 1, 2, 3) will be carried out through discussions between relevant teachers/staff and any data/information will also be passed on.

Checklist for planning and evaluating effective provision and learning opportunities

The most important provision, in any organisational context, is effective classroom teaching and learning. Good teaching and learning for very able, gifted and talented pupils has the essential characteristics of good teaching for any pupil, but is characterised by planning more creatively, using more challenging resources and creating a classroom climate in which pupils are motivated to learn.

Planning for Provision

The majority of provision for More Able, Gifted and Talented pupils will be organised and provided by the class teacher as part of their everyday teaching to respond to their pupils' diverse needs. Activities, within lessons, will enable children to:

- Focus on higher order skills
- Access resources from different key stages or higher levels of study
- Extend the breadth of study within the subject
- Utilise the full range of available technologies

Effective provision should ensure that children develop:

- skills to become independent learners, who are reflective, reciprocal and resilient
- Creative thinking skills
- Problem solving techniques and higher order thinking skills
- Effective practices, such as learning how to collaborate with others
- An enjoyment of learning
- community.

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Access to extra-curricular activities will enable pupils to:

- Engage in work which draws on the content of different subjects
- Gain opportunities to work with similarly Able, Gifted and Talented pupils

Effective provision should ensure that pupils develop:

- Resilience
- Resourcefulness
- Reciprocity
- A reflective approach to learning
- An enjoyment of learning
- Personal Learning and Thinking Skills
- Creative Thinking
- Curiosity

Effectiveness of the learning environment

The following checklists should be used to help teachers and others consider the effectiveness of the learning environment for More Able, Gifted and Talented pupils:

Talking about Learning

- How have you established a culture in which wrong answers are productive opportunities for learning and in which creative thinking is actively encouraged?
- How are you modelling the process of talking about **how** learning takes place, rather than just **what** is learned?
- Have you asked gifted and talented learners what helps them to learn effectively? What have you done to ensure you respond to what you have learnt from them?
- How have you helped learners become more aware of their preferred learning styles?

Questions and Challenge

- How often do you encourage creative thinking by asking open ended questions to which there are no right answers?
- How often are learners encouraged to consider the nature of a question and its possible answers? For example, do they consider when answers can be absolute?
- How often do you encourage learners to ask questions of themselves, each other and other adults in the classroom?
- How are learners involved in self-assessment and/or peer assessment?
- How effectively are the processes of formative assessment developed?
- How do you ensure that examples of gifted and talented work are on display or readily available, to raise the expectations of both learners and teachers?
- How effectively are you engaging learners in recognising and responding to challenge, and taking initiative in their learning?

Planning and Resources

- How thoroughly have you checked learning activities to make sure that they offer challenges?
- How can you facilitate the work of More Able, Gifted and Talented pupils?
- What do you want More Able, Gifted and Talented pupils to learn?
- How successful is the learning of More Able, Gifted and Talented pupils and how do you know this?
- Do you have high enough expectations of your More Able, Gifted and Talented pupils?
- Do you encourage independent learning?
- Do you vary the pace and organisation of lessons?

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- are you developing a resource collection, including lists of web resources for pupils and staff and monitoring how they are used?

Learning opportunities beyond the classroom

The following may be shared with children and they are readily supported in engaging in learning opportunities beyond the classroom to practice and extend their skills:

- Enrichment days
- Residential experiences
- School clubs
- Musical and sporting activities
- AG&T Hubs

Characteristics:

Gifted and Talented pupils are likely to demonstrate some of the following characteristics and skills:

Characteristics	Skills
Are fascinated by, or passionate about, a particular subject or aspect of the curriculum	Superior powers of reasoning, dealing with abstract concepts
	Exhibit advanced problem solving skills in advance of their peer group.
Great intellectual curiosity	Communicate their thoughts and ideas well.
Show initiative and originality in intellectual work.	Think quickly and accurately.
Ask questions, play with ideas,	Guide and monitor their own thinking on task (self-regulating)
Determined, diligent and interested in uncovering patterns.	Work flexibly, processing unfamiliar information and applying knowledge, experience and insight to unfamiliar situations.
Understand complex meanings.	Able to draw inferences, see alternative configurations and adopt alternative strategies.

Conclusion

At St Anne's Copp C of E Primary School, Great Eccleston we want our pupils to believe it is "cool to be clever" and to strive to achieve their full potential. We want our staff to feel confident in offering appropriate levels of challenge for our most able. We will measure success by both academic performance and an increase in the confidence and independence of our learners