

# CROSSHALL JUNIOR SCHOOL

## ABLE, GIFTED AND TALENTED POLICY



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## **Rationale**

Our school values all children equally and endeavours to ensure that each child should have the opportunity to realise his/her potential. We believe in providing an education that is tailored to individual needs and abilities including those identified as able, gifted or talented. To ensure these children reach their full potential, we implement strategies to cater for their educational and social needs.

Our school has a number of able, talented or gifted pupils, some of whom may perform or have the potential to perform at a level that well exceeds the level of others in their class or that expected for children in their age group. This may be in one area of learning or across a number of subjects. Our definition of ability recognises academic and practical skills as well as those who show outstanding artistic, musical and creative talent, physical skills, leadership qualities and the ability to process ideas and information.

We believe that we can make a difference in enabling these pupils to achieve the greatest possible progress and recognise the value and importance of identifying, developing and celebrating their achievements and successes.

## **Definitions**

Children are defined as able, gifted and talented in areas of:

- general intellectual ability
- specific aptitude in one or more subjects or leadership
- creative and performing arts

They are reported as 'Greater Depth' in the subjects they excel at. In cases where children are gifted across the board, they are defined as Exceptionally Able students.

### **What does able, gifted and talented mean?**

Gifted refers to learners who perform, or who are potentially able to perform, extremely highly in one or more subjects in the statutory curriculum (other than art and design, music and PE)

Talented refers to learners who excel, or who are potentially able to excel, in one or more specific fields such as art, music, PE or performing arts.

'Able' pupils are those who demonstrate, in one or more areas, abilities which place them into the highest achieving 20% of our school population.

Exceptionally Able refers to a small minority (up to 5%) of pupils. They are gifted across the board and demonstrate a large number of qualities associated with AG&T children.

## **Aims**

We aim to have a consistent approach to the identification and support for our able, gifted and talented pupils. We:

- provide for able, gifted and talented pupils with a broad balanced curriculum appropriate to their needs;
- recognise their entitlement to appropriate education by means of differentiation, enrichment and extension of the curriculum;
- provide the opportunity to work at higher cognitive levels as appropriate and to teach them according to their level of understanding;
- provide tasks that challenge them intellectually and encourage self motivation;
- give them the opportunity to develop specific skills and talents within mainstream education and via external sources;
- provide for the 'whole child' both intellectually and socially within the context of the school.

## **Identification**

We endeavour to obtain as much information about individual pupils as possible.

Pupils are identified by:

- teacher nomination
- reports from KS1 and KS2
- test results
- teacher assessments
- reference to a checklist/profile of more able pupils
- information provided by external agencies (e.g. sports organisations, music tutors, etc)
- subject specific criteria
- discussions with the pupil
- discussions with parents

## **Provision**

Often our gifted kids wonder deeper and longer than others. They see things in new ways, or wonder why an obvious solution isn't being taken. Wondering is a key to long-term success. People who wonder will come up with interesting solutions, rather than ploughing down the well-worn path. Wondering leads to new art, music, and writing. Wondering leads to scientific discoveries. (Byrdseed.com)

Gifted and Talented children find open-ended activities (such as science experiments, decision-making exercises in humanities and problem-solving in maths) challenging because they give them more freedom to explore and develop their ideas. (National Teacher Research Panel)

It is important that teachers increase the challenge by introducing some conflict into the students' thought processes. Teachers can do this through asking questions and making suggestions to look at a problem from different angles. This works especially

well where the students work collaboratively because they can discuss their ideas and justify their differing views and opinions to others. (National Teacher Research Panel)

Students feel that challenge is most stimulating when working collaboratively, preferably with peers of similar ability. (National Teacher Research Panel)

**Opportunities for extension and enrichment are built into all of our schemes of work, teaching strategies and daily routines. We also provide a range of subject based and cross curricular A,G&T extension groups and make use of external opportunities.**

We tailor A,G&T groups to cater for those children identified as greater depth for each subject. These offer extension and enrichment delivered by a specialist Teaching Assistant, teacher or visiting expert.

Greater depth mathematicians, readers and writers receive extra provision: meeting for sessions led by a teacher or teaching assistant to offer support with the high level of skills and understanding that they are required to demonstrate. Greater depth mathematicians in Year Five and Six are invited to take part in external maths challenges: the Year Five maths challenge and the Junior Mathematical Challenge run by the UK Maths Trust. Greater depth readers from across the school are invited to take part in the Mensa Reading challenge.

Children are encouraged to join school clubs and external clubs to support them with their talent. We often send our AG&T mathematicians, scientists and linguists to Kimbolton Masterclasses. When appropriate and beneficial, school trips are also organised for AG&T children. We offer instrument lessons, drama and art clubs as well as a number of opportunities for performing. We monitor our Greater Depth lists to ensure that talented children are making use of these opportunities.

In the classroom, through assessment and good record-keeping, we establish what prior knowledge, understanding and skills pupils have so that we can provide a progressive curriculum for all pupils. We are continually looking for underachievers who could achieve higher standards when motivated and challenged. The following strategies are employed by class teachers, where appropriate:

- varied and flexible pupil groupings – sometimes allowing able pupils to work together, at other times they will take on a particular role in mixed-ability groups;
- differentiation by task;
- differentiation by outcome;
- open-ended tasks that provide extension and challenge;
- giving able, gifted and talented children opportunities for leadership
- encouraging all pupils to become 'independent learners' which includes: organising their own work; carry out unaided tasks that involve responsibility and accountability; make choices and decisions about their work; challenging themselves to extend their capabilities; becoming engaged in investigative learning; becoming more reflective, creative and

questioning about their work; being aware of differing learning styles; taking chances.

- class teachers ensure that high targets are set for greater depth readers on Accelerated Reader.

We also seek opportunities to keep parents involved and aware of their child's extended learning.

### **Role of the AG&T Leader**

The A,G&T Leader ensures that provision is in place and effective for all children identified as Greater Depth and Exceptionally Able within the school. Teachers are supported and kept up to date with the best methods for identification, planning techniques and teaching strategies that benefit our AG&T students. The school's AG&T register identifies all children at Greater Depth, and the leader works with teachers to ensure that these children are being planned and catered for. The A,G&T leader also:

- seeks to identify external opportunities and experts to support children with their talent;
- where possible, runs Maths and Writing groups for children working at a greater depth;
- works alongside the specialist TA to support with the planning and provision of enrichment groups;
- investigates best practice in AG&T provision and uses this to inform strategy and share with teachers;
- monitors and adjusts provision to meet current needs;
- reviews the policy;
- consults with SLT, staff and governors.