

ST ANTHONY'S CATHOLIC PRIMARY SCHOOL



Able, Gifted and Talented

September 2022

At St Anthony's Catholic Primary School, we are committed to the development of the whole child. We strive to create an environment in which children can feel happy, confident and independent and who are enthused by learning; to ensure that children feel valued as part of a collaborative learning community, where excellence and enjoyment is at the heart. Every child will be provided with an opportunity to shine and be successful, building self-esteem and a positive sense of well-being.

Definitions

At St Anthony's Catholic Primary School, we use the term 'more able' to refer to pupils who demonstrate or have the potential to work at a level above their peers within the cohort. This may be in one or more areas of the curriculum. 'Talented' pupils will have ability in the areas of music, art or sport. Although others may use the term more generally, we identify "gifted" pupils as those who demonstrate exceptional ability in one or more areas and represent only 0.5% of the national population.

Aims

Our aims are to:

- Identify the learning, social and emotional needs of our more able, talented and gifted children and recognise those who may have the potential but who are underachieving.
- Provide opportunities which aim to enable children to realise their potential.
- To work with parents to help pupils achieve their potential and to be ambitious.
- Ensure that we challenge and extend the children through the work and targets that we set them within an ethos of high expectations.
- Monitor a register of more able, talented and gifted children in school and track their progress.
- Ensure that all staff receive appropriate support and guidance in identifying and providing for the more able, talented and gifted pupils.

Identification

Our aim is actively to identify our more able, talented and gifted children. We realise that this is easy when a child is apparently good at everything but more difficult on occasions because more able, talented and gifted children may demonstrate some of the following traits:

- They may be very willing to talk but reluctant to put things down on paper. When they do, handwriting and spelling may be poor.

- They may produce high-quality work in one particular subject or area but be unexceptional or even below average in others.
- They may sometimes have difficulty getting on with their peer group and concerns about behaviour can sometimes mask their true ability.
- They may be poorly motivated and therefore not producing what the teacher feels they may be capable of.
- There may be factors which mask the child's true ability such as English being an additional language or a lack of pre-school stimulation.

Our aim is to build up a comprehensive picture of each child's ability by using as many indicators and as much information as possible. We will draw that information from:

- Detailed records from previous classes including teacher assessments.
- Test results (baseline assessment, SATs, etc.).
- Teacher referral, to include identification of those children who are underachieving.
- Discussion with the child.
- Good communication between teachers, including regularly updating the AGT register throughout the year. When completing the register teachers are encouraged to look initially at 'common characteristics of an AGT child' before looking at the curriculum areas.
- Subject leaders have an AGT overview register so AGT children throughout the school can be identified quickly and easily.
- Continuous assessment by the teacher through tasks which are open-ended enough to allow the child to show what he or she can do.
- Teacher familiarity with the characteristics of able children.

Provision – a whole school approach

Our aim is to provide good quality learning experiences for our more able, talented and gifted children by adopting the following approaches:

- A climate within school that ensures the children feel good about achieving high standards.
- A climate in which children are taught how to get along with each other, feel comfortable with each other and where individual differences are accepted and celebrated.
- The identification of the particular needs of more able children prior to planning, including policy documents, schemes of work, medium-term plans, short-term plans and plans for individual lessons. These needs will be general or specific as appropriate.
- The provision of appropriate resources.
- The encouragement of children to be independent in their learning. This will include the provision of opportunities for them to organise their own work, access the resources they need, work unaided, make their own choices about work, evaluate what they are doing and critically assess their own work.

AGT leader

- Monitor and review the AGT register- ensure it is a 'fluid' document.
- Ensure identification systems in place and being followed.
- Identify the professional development needs of staff.
- Ensure that subject leaders are aware of the AGT children for their subjects and are supporting staff with provision.
- Analysis of AGT school data at the end of each key stage and compare to national data.
- Monitor the provision for these pupils.

Subject leaders

Leaders have a specific role in ensuring that their subject provides opportunities for the most able, talented and gifted children to demonstrate and develop their abilities. They should know the children identified on the AGT register within their subject and should offer support and guidance to staff re identification of and challenge for these children, as and when necessary.

Conclusion

At St Anthony's Catholic Primary School, we want our pupils to strive to achieve their full potential. We will measure success by both academic performance and an increase in the confidence and independence of our learners.

This AGT policy will be reviewed annually.

Next Review: September 2023

AGT Leader: Sarah Noblett