



Policy

Able, Gifted and Talented Pupils

This policy has been written with regard to the guidance 'Working together to safeguard children', 'Keeping children safe in education' and the 'Special Education Needs Code of Practice', which places Special Education Needs and Disabilities together and abbreviated to SEND. A copy can be seen in the Headteacher's Office.

The overall objective of the school's Equality Policy, in line with the Equality Act 2010, is to provide a framework for the school to pursue its equality duties to eliminate unlawful discrimination and harassment, promote equality of opportunity, and promote good relations and positive attitudes between people of diverse backgrounds in all its activities.

Title	Able, Gifted and Talented Pupils
Date of Issue	December 2022
Review Date	December 2024
Prepared by	Headteacher and Co-ordinator for AGT
To be reviewed by	Headteacher and Governors
Appendices	Appendix 1: Job description of AGT Pupil Co-ordinator Appendix 2: AGT Checklist
Supply / distribution	Available as a read-only document on the Fynamore school website and hardcopy in the school office.
Other relevant approved documents	None
Authorised by	Headteacher and Governors

1. Purpose

To ensure that the needs of Able, Gifted and Talented children at Fynamore School are identified and met within the available resources.

2. Statement of School AG&T Philosophy and Aims

- a. The Governors and staff at Fynamore Primary School acknowledge the potential of each individual pupil and as such seek to support the Able Gifted and Talented within our school through a broad range of opportunities.
- b. We believe that the social and emotional growth of Able Gifted and Talented pupils should be encouraged alongside the development of academic and practical potential.
- c. We seek to be inclusive in our approach and sensitive to the potential impact of labelling a group of pupils as Able Gifted and Talented.
- d. We believe that supporting the needs of Able Gifted and Talented pupils is a factor in raising the achievements for all.
- e. We believe in providing appropriate challenge within the broad and balanced curriculum of the school.

3. Definition of Able Gifted and Talented

We use the DFE term Able to mean the top 5% of the school's intake. This number is reported to the Government. Gifted refers to pupils who achieve or have the ability to achieve at a level significantly in advance of their year group, in one or more subjects in the statutory curriculum. Talented refers to pupils who have this ability or potential in art, music, PE, sport or creative art.

4. Relationship to Other Policies

This policy relates to the requirement for the Curriculum Policy to meet the needs of all children. Where the children also fall into other recognised groups e.g. SEND, EAL, PP their needs are considered under all relevant policies.

- a. We aim to identify Able Gifted and Talented pupils using a variety of methods. For core subjects, we refer to the FFT target predictions for each child. If the prediction is an 'A' (Above) the child may be added to the register. Robust and regular Assessment for Learning also identifies children who are AGT or who may have the potential with the right opportunities. For non-core subjects, we use an AGT Checklist to identify AGT pupils. (See Appendix 2)
- b. We promote the early identification of Able Gifted and Talented pupils; use information passed on by other schools and exchange information within the school.
- c. The Disadvantaged Learners Champion ensures that children in receipt of Pupil Premium are included within the register and are chosen first for opportunities, eg STEAM fair or school sports competitions.
- d. We use SATs scores, standardised tests and internal tests/examination results.
- e. The school has a named person responsible for the overview of able pupils, introduction of the agreed policy, monitoring and review (see Appendix 1 for job description of co-ordinator).
- f. We hold a variety of whole school events and clubs to aid in the identification of gifted and talented pupils.

5. Provision within the school and beyond

We aim within the given structure of the school to:

- a. Group pupils in ways which teachers/curriculum leaders feel will maximise the quality of teaching and learning.
- b. Split teaching approach applied where appropriate.
- c. Identify in planning differentiated work/resources and opportunities for open-ended homework.
- d. Use support to further the learning of our able gifted and talented pupils.
- e. Develop and provide opportunities for extension work/projects.
- f. Provide appropriate pastoral care by way of named person (AG&T Co-ordinator), in recognition of the particular emotional and psychological needs of able, gifted and talented pupils.
- g. Pupils are monitored using Pupil Voice Surveys and data analysis
- h. Provide opportunities for professional development of individual teachers or curriculum teams to inform teaching strategies.
- i. Make contact with experts external to the school.
- j. Raise the awareness of extracurricular opportunities to encourage talent to flourish e.g. Braeside AG&T courses, school council, school publications, extracurricular clubs etc.
- k. Encourage the use of 'thinking skills' as a tool for open ended questioning and exploration.

6. Teacher/Pupil Skill Development across the Curriculum

We recognised that Able Gifted and Talented pupils are entitled to develop their knowledge, skills and understanding in full. We will endeavour to promote this through the enhancement of teachers' own awareness and skills. We aim to:

- a. Ensure the teaching of questioning skills to a high level for teachers and pupils.
- b. Promote the teaching of thinking and problem-solving across all curriculum areas.
- c. Provide opportunities to develop effective research techniques, library and computing skills.
- d. Encourage the development of a wide variety of recording and communication skills.
- e. Promote a culture of determination to succeed.
- f. Encourage and celebrate the expression of special ability – musical, sporting, theatrical performances and art work through regular assemblies, presentations, commendations, certificates etc.
- g. Teachers with particular strengths and specialist knowledge utilise their skills with group of AG&T children.
- h. Provide specialist Year 6 tuition to enable pupils to maximise their results.

7. Roles and Responsibilities

The school has a named person as Co-ordinator for Able Gifted and Talented pupils who will consult with teachers and senior management to monitor the needs and progress of identified pupils. The Co-ordinator under the supervision of the Head and Governing Body ensures that:

- a. All staff implement a 'gift creation' approach to identifying AGT to create a culture of equal opportunities and positive action.
- b. A list of Able, Gifted and Talented pupils is maintained.
- c. All teachers are involved in identifying Able Gifted and Talented pupils annually as a whole-school process and when AG&T comes to their attention throughout the school year.

- d. There is liaison with teachers/senior management to develop and agree effective methods of collecting, monitoring and data evaluating pertaining to the Able Gifted and Talented pupils;
- e. The needs of Able Gifted and Talented pupils are being met.
- f. There is consultation with Able Gifted and Talented pupils in order to monitor the effective implementation of the policy
- g. Information is provided for the Governors and to parents of Able Gifted and Talented pupils.
- h. The policy is annually reviewed in accordance with DfE guidelines.
- i. Enrichment activities are organised e.g. British Science Week
- j. There is liaison with KS3 to ensure continued provision for Able Gifted and Talented pupils.
- k. A resource bank of suitable materials is developed.
- l. Community links are developed to provide opportunities for Able Gifted and Talented pupils.

8. Arrangement for Monitoring and Evaluation

The school utilises a wide range of processes to monitor and evaluate the effectiveness of the AG&T policy and provision for AG&T children.

The following outlines some of the processes, but is not intended to provide an exhaustive list:

- Reports to every meeting of the Board of Governors
- Annual review of AG&T policy
- Annual review of AGT list and within year
- Ofsted
- Governor visit to school
- Pupil questionnaires
- Parent questionnaires
- School Council
- Complaints procedure

9. Link Governors

The role of the link Governor is to establish links between the Governing Body, its committees (in particular Monitoring and Evaluation Committee) and the staff. They ensure that literacy and numeracy remain high on the school's agenda, promote the interests of the subject, and support positive liaison and involvement with parents.

Link Governors are expected to establish an effective relationship with subject leaders to develop a broad understanding of the curriculum at subject level. They should be able to report to full Governors on attainment and progress in their subject. A minimum of three visits per year should include a visit alongside the AGT coordinator, a review of the subject action plan and the AGT pupil list.

10. Policy Monitoring

This policy is reviewed every 2 years by the Headteacher and Co-ordinator for Able Gifted and Talented Pupils.

At every review, the policy will be approved by the Governing Body.

Appendix 1:

Job Description for the Co-ordinator for Able Gifted and Talented Pupils

The named Co-ordinator for Able Gifted and Talented Pupils is Jackie Zenonos.

- Advise on development and revision of school policy.
- Liaise with subject co-ordinators on their policies and practices, and the development of subject-specific checklists.
- Make suggestions for the in-service needs of the school.
- Gather information relating to identification of Able Gifted and Talented pupils.
- Communicate with parents of Able Gifted and Talented pupils.
- Organise enrichment activities.
- Promote the use of clubs, special events, competitions, etc.
- Liaise with other phases to ensure continuity and good communication.
- Link with relevant association and other external agencies.
- Keep up-to-date with educational literature and bring items of interest to staff.
- Establish a resource bank of relevant and suitable materials.
- Encourage the development/production or enrichment materials.
- Work with the school library and other resource bases.
- Develop appropriate community links.
- Monitor and evaluate the provision and suggest improvements to the Headteacher.
- Develop a system of monitoring the progress of Able, Gifted and Talented pupils.
- Provide pastoral care.

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These checklists are only a guide. Your pupils may demonstrate other attributes that indicate that they are AGT. They may also not display all points on a checklist but still be classed as AGT in that subject.

Maths AGT Checklist

grasp the formal structure of a problem: can generate ideas for action	are able to generalise from examples
recognise pattern: can specialise and make conjectures	are able to generalise approaches to problem-solving
reason logically: can verify, justify and prove	use mathematical symbols as part of the thinking process
think flexibly, adapting problem-solving approaches	may work backwards and forwards when solving a problem
may leap stages in logical reasoning and think in abbreviated mathematical forms	remember mathematical relationships, problem types, ways of approaching problems and patterns of reasoning

English AGT Checklist

show close reading skills and attention to detail	show attention to spelling and meanings of words
are sensitive to nuance of language use, use language precisely	cope well in dual-language medium
have a well developed, sophisticated sense and appreciation of humour	have fluency and breadth of reading
contribute incisive, critical responses, can analyse own work	show pleasure and involvement in experimenting with language
are able to read with more meaning, drawing on inference and deduction, can 'read between the lines'	analyse insights confidently and precisely when discussing their own and others' writing intentions
approach writing tasks thoughtfully and with careful preparation	draw out relationships between different texts read
are able to reflect on language and linguistic forms they encounter, having insight into their own abilities	are able to transfer skills across the curriculum

Science AGT Checklist

<input type="checkbox"/>	recognise patterns and relationships in science data: can hypothesise based on valid evidence and draw conclusions	<input type="checkbox"/>	use subject vocabulary effectively in construction of abstract ideas
<input type="checkbox"/>	are aware of how the context influences the interpretation of science content	<input type="checkbox"/>	think flexibly, generalise ideas and adapt problem-solving approaches
<input type="checkbox"/>	recognise and process reliable, valid and accurate data: can explain why data is unreliable, invalid or inaccurate	<input type="checkbox"/>	are able to evaluate findings and think critically
<input type="checkbox"/>	enjoy reasoning logically		

Information Technology AGT Checklist

<input type="checkbox"/>	use ICT hardware and software independently	<input type="checkbox"/>	use ICT to support their studies in other subjects
<input type="checkbox"/>	use ICT to solve problems	<input type="checkbox"/>	use their skills and knowledge of ICT to design information systems and suggest improvements to existing systems
<input type="checkbox"/>	consider the limitations of ICT tools and information sources	<input type="checkbox"/>	consider some of the social, economic and ethical issues raised by the use of ICT
<input type="checkbox"/>	consider the purpose for which information is processed and communicated and how the characteristics of different kinds of information influence its use		

Geography AGT Checklist

<input type="checkbox"/>	possess wide ranging general knowledge about the world	<input type="checkbox"/>	are enthusiastic observers of the of the world around them
<input type="checkbox"/>	are intrigued by the workings of their own environments	<input type="checkbox"/>	enjoy identifying patterns and similarities in different contexts
<input type="checkbox"/>	appreciate the relationships of different scales of environments	<input type="checkbox"/>	understand and begin to explain more complex interrelationships
<input type="checkbox"/>	analyse confidently and draw conclusions	<input type="checkbox"/>	draw meaningful generalisations from detailed information
<input type="checkbox"/>	appreciate varying viewpoints and attitudes	<input type="checkbox"/>	formulate opinions and use evidence to support their own viewpoint
<input type="checkbox"/>	creatively design and interpret spatial representations	<input type="checkbox"/>	enjoy and can confidently use a wide range of visual resources including maps and photographs
<input type="checkbox"/>	have good information processing skills	<input type="checkbox"/>	monitor and regulate personal work

Art AGT Checklist

<input type="checkbox"/>	analyse and interpret their observations and present them creatively	<input type="checkbox"/>	draw on existing knowledge, make connections and draw on comparisons with others' work
<input type="checkbox"/>	are enthusiastic and interested in the visual world	<input type="checkbox"/>	enjoy experimenting with materials and are able to go beyond the conventional
<input type="checkbox"/>	can sustain concentration, constantly refining ideas	<input type="checkbox"/>	have confidence using a wide range of skills and techniques
<input type="checkbox"/>	are quick to learn and transfer skills		

History AGT Checklist

	are able to set both new and previously acquired information in a chronological framework		make confident use of conventions which describe historical periods and the passing of time
	have a broad range of general and historical knowledge		show a keen awareness of the characteristics of different historical periods and the diversity of experience within each one
	are aware of the provisional nature of knowledge		make imaginative links between the topics studied and with other subjects in the curriculum
	debate the significance of events, people and changes		are prepared to challenge interpretations
	use a range of historical sources, including complex and ambiguous ones, with confidence and perception		ask searching historical questions, engaging in increasingly independent historical enquiry and problem-solving exercises
	give increasingly sophisticated reasons for the selection of sources		show a lively curiosity with regard to historical problems and debates
	show determination and perseverance in investigating topics		select and use historical information to illuminate a narrative, support an argument or challenge an interpretation
	sustain a line of argument, making well balanced judgements		use subject-specific vocabulary and terminology with accuracy and confidence
	reach soundly based evaluations and conclusions based on considered use of evidence and are prepared to support them with reasoned argument		make suggestions which reflect independent thought concerning the connections, causes and consequences of historical events, situations and changes

Physical Education AGT Checklist

<input type="checkbox"/>	use the body with confidence in differentiated, expressive and imaginative ways	<input type="checkbox"/>	are able to adapt, anticipate and make decisions
<input type="checkbox"/>	have a good sense of shape, space, direction and timing	<input type="checkbox"/>	have a good control of gross and fine body movements and can handle objects skilfully
<input type="checkbox"/>	produce a seamless fluency of movement with an intuitive feel for elegant movement	<input type="checkbox"/>	show a high level of understanding of principles of health-related exercise and their application in a variety of activities
<input type="checkbox"/>	are able to use technical terms effectively, accurately and fluently	<input type="checkbox"/>	are able to perform advanced skills and techniques and transfer skills between activities
<input type="checkbox"/>	are able to analyse and evaluate their own and others' work, using results to effect improvement	<input type="checkbox"/>	take the initiative, demonstrating leadership and independence of thought

Modern Foreign Languages AGT Checklist

<input type="checkbox"/>	show an interest in and empathy for foreign cultures	<input type="checkbox"/>	are curious about how language 'works', its meaning and function
<input type="checkbox"/>	recognise grammatical patterns and functions of words	<input type="checkbox"/>	are able to use technical vocabulary to discuss language
<input type="checkbox"/>	use linguistic/non-linguistic clues to infer meaning	<input type="checkbox"/>	identify and memorise new sounds and 'chunks' of language
<input type="checkbox"/>	are able to listen and to reproduce sound accurately	<input type="checkbox"/>	are flexible in thinking, showing flair, intuition and creativity
<input type="checkbox"/>	extrapolate general rules from examples, can make connections	<input type="checkbox"/>	apply principles from a known language to the learning of new ones
<input type="checkbox"/>	have effective communication strategies		

Music AGT Checklist

<input type="checkbox"/>	hear music 'in their head'	<input type="checkbox"/>	have a strong musical memory
<input type="checkbox"/>	demonstrate power of expression and skill beyond competency	<input type="checkbox"/>	are particularly sensitive to melody, timbre, rhythms and patterns
<input type="checkbox"/>	respond emotionally to sounds	<input type="checkbox"/>	demonstrate coherence and individuality in developing musical ideas
<input type="checkbox"/>	show a commitment to achieving excellence	<input type="checkbox"/>	have the motivation and dedication to persevere and practise

RE AGT Checklist

<input type="checkbox"/>	recognise and express personal feelings and empathise with others	<input type="checkbox"/>	are sensitive to social issues and concerned about equality
<input type="checkbox"/>	construct and sustain a complex argument, integrating ideas from a number of sources	<input type="checkbox"/>	are able to think independently, to intervene appropriately and continue an argument
<input type="checkbox"/>	raise questions and see relationships between questions	<input type="checkbox"/>	are able to reflect upon and integrate different kinds of knowledge
<input type="checkbox"/>	appreciate the value system of others and defer judgement or conclusion	<input type="checkbox"/>	can use intuition and personal experience as shared learning with others

DT AGT Checklist

<input type="checkbox"/>	readily accept and discuss new ideas	<input type="checkbox"/>	link the familiar with the novel and see application in 2D or 3D
<input type="checkbox"/>	conceptualise beyond the information given	<input type="checkbox"/>	transfer and adapt ideas from the familiar to a new problem
<input type="checkbox"/>	identify the simple, elegant solution from complex, disorganised data	<input type="checkbox"/>	are able to represent ideas aesthetically in a variety of ways: visual, spatial, verbal, mathematical
<input type="checkbox"/>	reflect and are constructively self-critical	<input type="checkbox"/>	independently research knowledge to solve problems
<input type="checkbox"/>	demonstrate skillfulness and ingenuity in manufacturing skills and techniques	<input type="checkbox"/>	show awareness of social/ethical considerations (e.g. finite supplies of resources, sustainability)

Personal Development AGT Checklist

<input type="checkbox"/>	identify with the feelings of others	<input type="checkbox"/>	reflect on personal mistakes and rectify them
<input type="checkbox"/>	are self-confident	<input type="checkbox"/>	have self-control
<input type="checkbox"/>	are flexible and comfortable with change and novelty	<input type="checkbox"/>	use effective communication skills
<input type="checkbox"/>	build good relationships	<input type="checkbox"/>	are able to persuade and negotiate
<input type="checkbox"/>	work well collaboratively	<input type="checkbox"/>	lead and inspire others
<input type="checkbox"/>	are aware of social and environmental issues	<input type="checkbox"/>	enjoy community activities
<input type="checkbox"/>	are good in debate, discussion, role-play	<input type="checkbox"/>	display honesty and integrity
<input type="checkbox"/>	show initiative and persistence		

Drama AGT Checklist

<input type="checkbox"/>	have an ability to engage effectively with a role	<input type="checkbox"/>	demonstrate an expressive speech ability in the use of voice and accents
<input type="checkbox"/>	can confidently move and use gestures appropriate to character	<input type="checkbox"/>	are able to invent and sustain a role
<input type="checkbox"/>	confidently perform a scripted or improvised character to an audience	<input type="checkbox"/>	enjoy drama improvisation and/or mime and dance drama
<input type="checkbox"/>	have the ability to engage effectively with an audience	<input type="checkbox"/>	engage meaningfully with others in the performance of a play text
<input type="checkbox"/>	understand and enjoy the uses of the stage including design and technical effects	<input type="checkbox"/>	possess a wide range of knowledge about drama and theatre
<input type="checkbox"/>	are able to discuss and have personal opinions about drama/ theatre productions	<input type="checkbox"/>	reflect on the use of language in a play text
<input type="checkbox"/>	have the ability and vision to realise a text from 'page to stage'		