

# HAZELDENE SCHOOL



**ABLE, GIFTED AND TALENTED POLICY  
REVIEWED OCTOBER 2019**

APPROVED BY THE DEVELOPMENT COMMITTEE ON 12<sup>TH</sup> NOVEMBER 2019

TO BE REVIEWED OCTOBER 2021

## **INTRODUCTION**

This policy is a statement of the entitlement of children with high ability at Hazeldene School. The school works to recognise and realise the potential of every child in our community. Meeting the needs of more able children is a part of ensuring the entitlement of all children to an appropriate education.

The policy now reflects the expertise of staff within the school. It also reflects the commitment of the school to support the able child. The Governors will be aware of these needs and that there should be provision within the budget for resources.

## **AIMS**

- To support the abilities, personal qualities and talents of all children.
- To ensure that all children receive an education appropriate to their abilities.
- To provide teaching which makes learning challenging and enjoyable.
- To provide higher order thinking and questioning skills.
- To employ a wide variety of methods of recognition of potential.
- To recognise under-achievement and to seek to remove it.
- To stimulate children through extra curricular activities and through curriculum enrichment.
- To have the expectation that the curriculum for all will be extended by realising the needs of the most able.
- To train staff and to provide for these aims to be achieved.
- To audit provision through The Quality Standards.
- To inform parents if their child is AG&T, and the area where their strength lies.
- To foster an achievement culture throughout the school which celebrates both effort and achievement in a wide range of areas

## **DEFINITION**

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

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

An able child will be identified if they are working well above the National expectations for their chronological age.

## **RECOGNITION**

Identification will be an on-going process aided by assessment (both formative and summative), and by provision.

The class teacher and SLT will discuss the children who are working well above national expectations in Reading, Writing and Maths. These children will have at least shown a mastery of all objectives for their year group.

The progress of this group of AG&T children will be monitored closely termly. Discussions will be held during parent consultations to highlight areas their child has shown to be able. This process is flexible and children will not automatically remain as AG&T year on year.

The identification process will be alert to the difference between ability and achievement, taking care to include underachieving able children in the cohorts.

Children are continually tested by means of national tests and assessments throughout the school. In addition the following methods will be used:

- Target Tracker steps assessments from ongoing teacher assessment
- Teacher nomination (based on classroom observation, discussions with pupils, work scrutiny)
- Peer or self-nomination
- Reading ages

No one single method can be entirely accurate. The school will seek to provide an enriched curriculum for all children, through this it will be possible to identify the most able. The school will then seek to further provide.

## PROVIDE – IDENTIFY – PROVIDE

### ORGANISATION

**Acceleration** across year groups is not recommended because there may be social difficulties through differences in levels of maturity. It should be possible to address the needs of these children within the appropriate year group. However, there may be times when it will be appropriate for children to work with older children, through curricular activities and through visits to middle schools.

**Enrichment for added breadth.** This supplements the standard curriculum with additional work unrelated to the standard curriculum (recreational subject-related activities,, after school clubs, competitions etc)

**Enrichment for added depth.** This routinely expects from those for whom it is appropriate a higher level of technique in, a greater depth of understanding of, and a willingness to reflect on standard curriculum material. It is enhanced by supplementary topics which lay stronger foundations for subsequent learning in a planned and systematic way, but which do not pre-empt standard curriculum work from subsequent years.

### CLASSWORK

Enrichment/extension/ mastery work is provided by all teachers in all classes as part of normal differentiated provision, which is shown on planning documents. Working with others of like ability is important. This can be made possible by group work, or by the use of setting. Differentiation should provide activities requiring higher order thinking skills. AG&T children need to be challenged and helped to become independent learners keen to develop themselves further.

### TALENT

Our talented children who have practical skills in areas such as sport, music, design or creative and performing arts are equally valued. The achievements of these children both inside and outside school are celebrated through a weekly assembly. All children will participate in SHINE workshops each academic year, which will celebrate each child's talent.

### EXTRA-CURRICULAR ACTIVITIES

These are highly valued for the gifted and talented child and include:

- Club activities
- Activity days.
- Day and residential visits.

- The use of specialists e.g. teachers from middle/upper schools, visiting artists and authors.
- A broad, creative curriculum, giving children a chance to thrive.
- Inter school competitions.
- Bedfordshire Festival of Music, Speech and Drama

### **SUBJECT LEADERSHIP**

Subject leader's action plans will include the provision being made for AG&T children within their subject.