



LUKE PICKETT

ABLE, GIFTED AND TALENTED POLICY

Issued: July 2019

Review Date: July 2021

Aims and Objectives

Luke Pickett provides a curriculum that is appropriate to the needs and abilities of all children. Teaching and learning is planned in such a way that enables each child to reach for the highest level of personal achievement. This policy helps to ensure that the needs of those children identified as 'gifted', 'talented' and 'more able' are recognised and supported.

Through this policy Luke Pickett aims to:

- Create an atmosphere where learning is fun
- Celebrate success in all areas of learning
- Enable children to develop to their full potential
- Ensure that the needs of our children are recognised and supported
- Ensure that the work that is set challenges and extends our children
- Encourage children to think and work independently
- Ensure that our gifted and talented children are recognised and given opportunities to enhance their learning

Definitions

Gifted: A 'Gifted' child is a child who has demonstrated a significantly higher level of ability than most other pupils in their peer group in one or more academic curriculum areas. A CATS score of over 110, a Fischer Family Trust or a Teacher Assessment level at least one level above age related expectation would support qualification for this group. This description is likely to apply to the top 2 per cent of children.

Talented: A 'Talented' child is a child who excels in the artistic and creative subjects or PE, but who may not necessarily perform at a high level across all areas of academic learning. Teacher assessment and parent nomination as well as evidence from achievements outside school would identify a child for this group. Children who have reached a high level of attainment in these areas, e.g. play sport at county or top club level or who have achieved high grades in music examinations could be eligible for this group.

More Able: Between 15 and 20 per cent of children are 'more able', achieving levels of attainment above age related across the curriculum, or in particular subjects. Work for these children is always differentiated which can be seen in planning and through children's work.

Identifying Able, Gifted and Talented (AG&T) Pupils

Schools will most commonly identify AG&T pupils; however Luke Pickett will look out for signs of pupils who are not currently listed as AG&T but may show an aptitude for a particular area. This is most likely to fall into the 'Gifted' bracket. In the event Luke Pickett identifies a pupil who would benefit from being registered as AG&T, he will consult with the relevant staff member in the school concerned.

Provision

There are three ways of meeting the needs of AG&T pupils;

1. Enrichment, which consists of enabling a pupil to study additional aspects of a topic in a variety of contexts.
2. Extension, which consists of encouraging pupils to develop more sophisticated thinking and reasoning skills.
3. Acceleration, which consists of enabling pupils to access work which would typically be for older pupils.

Luke Pickett will use a balance of this provision depending on the needs of the individual pupil. All gifted pupils will be given a specific target to enable them to be challenged to achieve additionally over an academic year with aspirational challenges set through target setting, homework, extra-curricular activities, and specialist teaching.

Roles and Responsibilities

Luke Pickett, in conjunction with the class teacher, will be responsible for:

- keeping regular assessment data in order to identify and monitor the progress of all pupils
- making provision, through a well-planned and differentiated curriculum for all pupils to be challenged to reach their potential
- making contact with the Gifted and Talented Leader, Headteacher and subject leaders to confirm and support decisions on identification and provision for the gifted and talented children
- reporting to parents

Review

This policy will be reviewed biennially.

Signed: 

Date: July 2019

Mr Luke Pickett
Peripatetic Teacher



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