



Able, Gifted and Talented Policy

This policy will be reviewed annually
Policy reviewed June 2018 by EG & LTB
Next review: June 2019 by EG & LTB

This policy should be read in conjunction with the School's Admission Policy, the Learning Enrichment Policy, the EAL Policy and the School's Privacy Policy.

Definition

At Wimbledon Common Preparatory School, our working definition of Able, Gifted and Talented (AGT) is taken from the Department for Children, Schools and Families (DCSF), which defines AGT children as "those with one or more abilities developed to a level significantly ahead of their year group (or those with the potential to develop those abilities)."

This policy relates to all pupils attending Wimbledon Common Preparatory School, inclusive of the Early Years Foundation Stage (EYFS).

Able pupils: those who achieve, or have the ability to achieve, a level significantly higher than their peer group in the school.

Gifted Children: those exhibiting, or with the potential to exhibit, a superior academic ability in one or more areas.

Talented Children: those exhibiting, or with the potential to exhibit, superior performance or skill in a specific area.

Aims

Wimbledon Common Preparatory School is committed to providing a secure learning environment, which encourages all children to maximise their potential and enables them to make good progress during their time at the school.

It is recognised that some children are either achieving, or have potential to achieve, at a level substantially beyond the rest of their peer group, at a particular moment in time.

WCPS aims to:

- Identify AGT children at the earliest possible stage of schooling and to monitor their progress and developments;
- Facilitate and support extended independent learning, good thinking strategies, creativity, mental agility and problem solving opportunities;
- Enable the extension of concepts, skills and knowledge in a supportive environment;
- Encourage and develop the capacity of AGT children to discuss, reason and debate;
- Monitor and evidence the progress made and successes of AGT children.

Identification

Class teachers and other teaching staff who come into contact with the children are responsible for the identification of AGT children. Teaching staff gather qualitative and quantitative information when monitoring each child. Where a child is considered to be working at a level substantially beyond that of their peer group and/or displays any of the characteristics associated with AGT, they will be identified as an AGT child.

Once a child has been identified as AGT, they are entered onto the AGT register. Due to the young age of children at WCPS, we recognise that their relative ability may well change over time and that therefore children may enter or leave the register.

AGT children will be identified and highlighted in individual teacher's planning. This will be reviewed at Year Group meetings each term.

We appreciate that some children who may be AGT do not conform to accepted standards of work and/or behaviour and may present motivational or behavioural concerns. They will receive some additional support help them overcome such issues.

WCPS is committed to an inclusive policy of identifying children's potential regardless of their gender, race, religion and belief, cultural background, linguistic background, sexual orientation, gender reassignment, SEN and disabilities.

Provision

All children, including the more able, gifted and talented, will experience appropriate levels of challenge and enrichment through personalised learning within the classroom and through extra-curricular activities. We encourage a growth mind-set approach where children see the benefit of effort and perseverance and are willing to try new challenges.

All AGT children are provided with opportunities to extend their learning through:

Planning:

- Paired/grouped work with children of similar ability;
- Differentiated work within the classroom as documented in weekly planning;
- Differentiation through pace, task, dialogue, support, outcome, resource, content and/or responsibility;
- Extension and challenge activities.

Challenge:

- Problem solving and investigation to develop reasoning and thinking skills;
- Open-ended questions and task;
- Opportunities for creative and productive thinking;
- Competition against self through target setting.

Extending and enriching the curriculum:

- Visiting experts and range of materials and resources;
- Visits/workshops from poets, writers, actors, dancers etc.;
- Increased technical and specialist language;
- Use of additional support, TAs, older children to extend child in a specific area (social or academic);
- Links with outside agencies (music tuition, sports coaching, etc.);
- Clubs at lunchtime or after school
- Participation in out-of-school competitions;
- Joining sporting or dramatic teams/clubs outside the school.

In addition, children who are identified as AGT are encouraged to engage in self-directed projects and activities.

Outside school

WCPS is committed to providing effective support to parents of AGT children through open communication of information about progress and strategies adopted. WCPS will signpost families towards opportunities offered by:

- Specialist clubs and societies;
- National associations;
- Online resources.

Assessment and Monitoring

Each class teacher, with Senior Management Team overseeing, is responsible for ensuring this policy is implemented and ensuring that adequate and appropriate resources are provided for AGT pupils.

Children's achievements will be monitored through;

- Child progress meetings between all staff;
- Regular tracking of progress across the curriculum;
- Encouraging children to assess and review their own progress;
- Valuing out of school achievements.

Reviews

At the end of each academic year the SENCO will facilitate a review meeting, with the child, the parents and the class teacher.

