



ABLE, GIFTED AND TALENTED POLICY

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Record of Alterations

Version 1.0	Original
Version 1.1	Amendments
Version 1.2	No Amendments

Approved by Chris Sellers
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Contents:
Statement of intent

1. OUR VALUES

The Mount School is strongly committed to inclusive education across all year groups; this provision includes one in which the teaching, learning, achievements, attitudes and well-being of all the pupils who gain admission to the Mount School matter – including those identified as being able, gifted or talented and those with special educational needs. This policy explains the approach to able, gifted and talented students within The Mount School. Our aim is to know children well and to help them identify their individual talents. We do this through careful personalisation of the curriculum opportunities offered and enrichment programmes that may be required. We want to develop each pupil as a whole person with the skills and competencies necessary for his or her future life roles.

2. AIMS

2.1

Staff at The Mount School aim to ensure that children who are achieving, or have the potential to achieve, significantly in advance of the average for their year group:

- are identified
- have their potential realised through work that is matched to their needs
- are given opportunities to develop their skills and talents
- have their emotional and social needs considered alongside their intellectual needs
- have their progress monitored
- are supported by appropriately trained staff
- have their parents involved in the educational process (as appropriate)
- are prepared for the opportunities, responsibilities and experiences of life.

3. DEFINITION

3.1

The following definitions are used to identify Able, Gifted and Talented pupils at The Mount School:



- Able – those who achieve, or have the ability to achieve, above average (compared with the attainment of other children in their year group at The Mount).
- Gifted – Gifted refers to pupils whose cognitive abilities, processes and problem-solving ability are exceptional. Pupils in this category are exceptionally able in English, humanities, maths, science, computing or Modern Languages.
- Talented – those with exceptional ability in art, technology, music, drama, PE or in any sport.

3.2

In addition, it is expected that:

- The Able, Gifted and Talented cohort will comprise of 5 – 10% of pupils in each year group
- The pupils identified in the cohort will be achieving, or have the potential to achieve, significantly in advance of the average for their year group at The Mount School.

3.3 Equal opportunities

Children for whom English is an Additional Language and pupils with learning difficulties or disabilities are given equal access to identification. Gender, ethnic backgrounds or socio-economic backgrounds do not influence identification.

4. IDENTIFICATION AND REGISTERS

4.1 General Identification

Staff at The Mount School adopt the following procedures to identify Able, Gifted and Talented children:

- Analysis of whole school assessment data as part of the school assessment cycle
- Monitoring of individual pupil rates of progress over time
- Teacher identification supported by observation
- Scrutinising the agreed subject specific characteristics (Appendix A).

4.2 Specific Identification in the EYFS

A child's abilities in the EYFS are most likely to be accurately recognised through careful observation and record keeping. Some useful approaches to identifying Able, Gifted and Talented young children are found when staff:



- Look for unexpected and surprising responses
- Look for persistence and precision in play activities
- Look for the ability of a child to reflect upon experiences in greater depth than his or her peers
- Look at how children perform in different contexts
- Look out for children who easily interpret the clues and codes in the world around them
- Look out for children who are curious and motivated to find out information or learn new skills for themselves.

4.3 Specific Identification in KS1 and KS2

An Able, Gifted and Talented pupil may:

- Be a good all-rounder
- Be a high achiever in one specific area of learning
- Be an excellent/advanced reader who demonstrates an understanding beyond his/her chronological age
- Be articulate or verbally fluent
- Give quick intelligent verbal responses
- Possess an extensive general knowledge
- Retain/recall information with ease, demonstrating rapid learning
- Show a mature interest in topics outside of the curriculum
- Communicate well on an adult level
- Have a range of interests
- Show unusual and original responses to problem-solving activities
- Be logical
- Show greater independence in developing areas of interest



- Have strong considered views and opinions
- Have a lively and original imagination
- Show a strong sense of leadership

4.4

Staff should bear in mind that a child with particular abilities:

- May sometimes become easily bored and frustrated
- May not always have well-developed emotional and social skills
- May prefer the company of adults to other children
- Prefer verbal to written activities
- Be very sensitive and show a greater awareness of others
- Focus on their own interests rather than on what is being taught
- Have limited interpersonal skills
- Have a short attention span
- Be easily bored by what they perceive as routine tasks.

4.5 Register

The names of pupils who are identified as being Able, Gifted and Talented according to the definitions set out in 3.1 are recorded on a register. This register is maintained for the purposes of identifying pupils for curriculum opportunities, for staff information and for monitoring purposes. The register is reviewed at least annually. A pupil may or may not remain on the register for the duration of his or her time at the school.

5. PROVISION FOR ABLE OR GIFTED CHILDREN

5.1

Staff aim to provide a broad and balanced curriculum that encourages all children to pursue and develop their individual interests and abilities. For the majority of children identified as Able or Gifted, provision will be made as part of the normal curriculum planning and differentiation. All classrooms provide an effective learning environment. For Able or Gifted children this may include the use of open-ended questioning,



structured and flexible group work and debate or investigative work. Enrichment homework in can provide further opportunities for extension and challenging work.

5.2

The curriculum is designed to enhance all children's experiences, as well as those who are Able, Gifted and Talented. A range of visiting speakers, workshops and trips are arranged which extends the learning outside the normal classroom environment.

5.4

Additional support is sometimes provided for individual children. This may include additional learning tasks for extension work, additional time with subject co-ordinators, or one-to-one or small group work with the teacher.

5.5

In very exceptional circumstances support from external support agencies such as an educational psychologist or a LA adviser may be sought.

6. PROVISION FOR TALENTED CHILDREN

6.1

The staff aim to provide an appropriate curriculum for talented children when planning lessons and activities.

6.2

Challenging and enrichment opportunities are provided in sport to extend talented pupils' experiences.

6.4

Children have the opportunity to take part in a wide range of curricular and co-curricular activities and trips. This includes: football, debate, dance, coding, swimming and tennis; drama, choir, recorders, individual Music lessons ensembles and Art and Design.

All pupils have access to various aspects of this provision, but children with a particular talent are encouraged to attend sessions that would be especially beneficial.

7. TRANSITION

7.1



Information about Able, Gifted and Talented children is transferred to teachers when the children move to a different class, group or set to ensure that there is continuity and progression in curriculum provision. A liaison meeting may take place when a child is transferring to another school and all relevant information will be forwarded.