

# Able, Gifted and Talented Policy

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## Embleton View

### Introduction

Embleton View offer person-centred packages of education and support for students, which include therapeutic support. We work with students who find themselves marginalised from conventional schools and other specialist schools because of their behaviour, vulnerability or other challenges. They may be permanently excluded or simply disengaged. All have special educational needs (SEN), including social, emotional and mental health needs (SEMH) and autistic spectrum disorder (ASD). We recognise students at Embleton View require additional support to overcome barriers to learning but that students at Embleton View also are very able, gifted and talented therefore we implement measures to support and enable this.

### Definition

Able - students who achieve, or have the ability to achieve, above the level of their peers in certain areas of the curriculum.

Gifted - students who excel in subjects that are traditionally labelled as academic, such as English, Maths and Science.

Talented - students who demonstrate exceptional physical talent, visual/performing ability, mechanical ingenuity, creativity, social awareness or outstanding leadership.

### Rationale

“All children, and indeed all staff, have the right to reach their full potential”. (Teare, 2006)

Embleton View values all students equally and endeavours to ensure that each student should have the opportunity to realise their potential in a challenging and supportive environment.

We believe that we can make a difference in enabling these students to achieve the greatest possible progress and recognise the value and importance of identifying and celebrating their achievements and successes. Research has shown that by making provision for Able, Gifted and Talented (AGAT) students, the standards of achievement and morale are raised for all students.

### Identification

At Embleton View we are committed to identifying an AGAT population that is broadly representative of the whole school population: in terms of gender, ethnicity and socio-economic background.

National tests, internal assessments, Learning Development Coordinators (LDC) observations, parental and personal nominations are used to establish our AGAT cohort. Initially, students are identified through initial assessment when joining our school and through ongoing assessment throughout the academic year.

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LDCs will identify a student who shows particular ability in a subject. The process of identifying AGAT students in each subject area should utilise subject specific criteria agreed through discussion with the Headteacher, with students, their peers and parents will be in a position to identify AGAT students too.

### **Typical Signs**

It is worth noting that AGAT students often exhibit certain traits:

- Memory and knowledge – excellent memory and use of information.
- Self-regulatory – they know how they learn best and can monitor their learning.
- Speed of thought – they may spend longer on planning, but then reach decisions more speedily.
- Dealing with problems – they add to the information, spot what is irrelevant and get the essentials more quickly.
- Flexibility – although their thinking is usually more organised than other children's, they can see and adopt alternative solutions to learning and problem-solving.
- Preference for complexity – they tend to make games and tasks more complex to increase interest.
- Exceptional ability to concentrate – will focus for long periods of time, from a very early age.
- Early symbolic activity – they may speak, read and write very early.

### **Provision**

“Great teachers set high standards for all their students, not just the ones who are already achieving”. (Dweck, 2006)

The particular needs of AGAT students will be met through intellectual, creative and physical stimulation. The principles of good teaching and learning provide a foundation for effective provision for AGAT students. The most important provision is that delivered in learning environment that are suitable for the student in everyday sessions. Therefore, effective support and provision is the responsibility of all teaching staff. Enriched and extended curriculum opportunities are designed in order to develop higher order thinking skills and excellence in every subject area.

This provision will be through:

- Promoting a culture of scholastic excellence, where the highest achievement in academic work is recognised as vitally important.
- A learning environment of high expectations and aspirations, where it is deemed cool to be clever and where all sorts of talents and abilities are valued.

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- Schemes of work which accommodate the needs of AGAT students - recognising and building on what students already know, avoiding unnecessary repetition and setting out appropriate objectives.
- Extension activities, which promote higher order thinking skills, not more of the same.
- Varied, enjoyable and challenging tasks that require problem solving skills.
- Modelling a range of thinking skills.
- Using questions effectively and encouraging students in asking their own questions.
- Effective discussions.
- Differentiated activities.
- A wide range of enrichment activities, competitions, visits, field trips, collaborations with other schools and universities, summer schools, residentials, productions, and inspirational career talks.
- Accelerated learning - to enable AGAT students to take national examinations earlier than their peers.
- Stimulating and using student voice.

### **Monitoring and assessment**

Monitoring and assessment will ensure that AGAT students are making good progress and not 'coasting'. Every effort will be made to identify underachievers and coordinate appropriate interventions.

### **Further Reading**

Further insights into AGAT children:

- Mindset: How You Can Fulfil Your Potential - Carol Dweck
- The Talent Code: Greatness isn't born. It's grown - Daniel Coyle
- Outliers: The Story of Success - Malcolm Gladwell
- Bounce: The Myth of Talent and the Power of Practice - Matthew Syed
- How Children Succeed - Paul Tough
- Developing Talent in Young People - Benjamin Bloom
- Pocket PAL: Successful Provision for Able and Talented Children - Barry Teare
- Gifted and Talented Pocketbook - Barry Hymer

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## **Educational Apps**

There are a number of useful educational applications that can support AGAT students with their studies. These are some of the most important free ones:

- iBooks – an effective reading tool.
- iTunes U - lectures on fascinating topics.
- TED - passionate arguments from people that love learning.
- Dictionary.com Dictionary & Thesaurus - trusted reference source / works offline.
- Wikipedia Mobile - comprehensive free encyclopaedia.
- Encyclopaedia-Britannica - complete works of a most trusted reference source.
- Quizlet - a simple and well-designed revision tool.
- Revision App - the ultimate revision tool and flash card app.
- Sparknotes - popular study guides.
- Poems By Heart from Penguin Classics - challenging memorisation game.
- Lumosity Mobile - improve brain performance with this science workout.
- Duolingo - learn languages.

## **Websites**

### **Ofsted**

<http://www.ofsted.gov.uk/resources/most-able-students-are-they-doing-well-they-should-our-non-selective-secondary-schools>

Ofsted is the Office for Standards in Education, Children's Services and Skills. This survey was commissioned to investigate why many of the brightest students who go to non-selective maintained secondary schools or academies fail to achieve their potential compared with students who attend many of our grammar schools and independent schools. It also looks at how these students make decisions about university applications and what support they need to be successful.

### **National Association for Able Children in Education (NACE)**

[www.nace.co.uk](http://www.nace.co.uk)

NACE, National Association for Able Children in Education, the only dedicated, not for profit organisation, specialising in supporting teachers to provide excellent teaching and learning for AGAT students. NACE exists solely to support the daily work of teachers providing for students with high abilities whilst enabling all students to flourish.

### **National Association for Gifted Student (NAGC)**

[www.nagc.org](http://www.nagc.org)

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The National Association for Gifted Children (NAGC) is an organisation of parents, teachers, educators, other professionals, and community leaders who unite to address the unique needs of children and youth with demonstrated gifts and talents as well as those children who may be able to develop their talent potential with appropriate educational experiences.

### **Exscitec**

[www.exscitec.com](http://www.exscitec.com)

Design and promote programmes that stimulate and motivate students in the fields of science, technology, engineering and mathematics.

### **Young Engineers**

<https://youngengineers.org/>

The Young Engineers site aims to inspire young people to recognise the importance and excitement of a career in engineering.

### **TED Talks**

[www.ted.com/talks](http://www.ted.com/talks)

“Ideas worth spreading”. TED (Technology, Entertainment, Design) is a global set of conferences, offering live streaming of the talks. They address a wide range of topics within the research and practice of science and culture - often through storytelling. The speakers are given a maximum of 18 minutes to present their ideas in the most innovative and engaging ways they can.

### **Applies to:**

- Students of Embleton View
- The whole school and all other activities provided by the school, inclusive of those outside of the normal school hours;
- All staff (teaching, support and admin staff), students on placement, the proprietors, Board of Directors, agency staff and volunteers working in the school.
- Visitors and contractors accessing the site.

### **Availability**

- This policy is made available to parents, staff and students as a hardcopy upon request from the school office.

### **Monitoring and Review:**

- This policy will be subject to continuous monitoring, refinement and audit by the Headteacher.
- The Headteacher and/or the Board of Directors and/or a suitably appointed delegate will undertake a formal review of the policy, by no later than two years from the date shown below, or earlier if significant changes to the systems and arrangements take place, or if legislation, regulatory requirements or best practice guidelines so require.

### **Related Documents**

- Curriculum Policy

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| Graeme Turner<br>(Proprietor)   | Craig Bell<br>(Proprietor)   |
| Date: 02/08/17  | Date: 02/08/17   |
| Reviewed: 02/09/18<br><br>02/10/19<br><br>10/07/2020<br><br>22/08/21              | Reviewed: 02/09/18   |

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