

# Able, Gifted and Talented Policy

## 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. The ethos of our school maintains a culture where high achievement is valued and celebrated and Learning and Development Coordinators (LDCs) have high expectations for all students.

### 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, such as in Art and Design, Music, PE or performing arts such as Dance or Drama.

We use the terms 'able', 'gifted' and 'talented' to define the cohort comprised of the top 5-10% of students, who are functioning well above their chronological age. Identification is not intended to label students but to ensure effective and suitable provision is made that allows each child to fulfil their potential. By identifying the very able student, LDCs can assess needs which should inform the planning of work to ensure appropriate pace, challenge and personalised learning.

### Our key aims for our able, gifted and talented students are:

- To create opportunities for students of all abilities to nurture and flourish
- To provide an appropriately differentiated and challenging curriculum
- To provide teaching which makes learning challenging, enjoyable and engaging
- To encourage personalised learning opportunities and higher-level cognitive skills
- To provide opportunities for students to develop their individual skills or talents
- To stimulate children through extra-curricular activities and curriculum enrichment
- To maintain their motivation and raise aspirations by keeping them suitably challenged
- To provide support for the emotional well-being of the student.

### Rationale

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. Initially, students are identified through initial assessment when joining our school and through ongoing assessment throughout the academic year. The process of identifying AGAT students in each subject area should utilise subject specific criteria agreed through discussion with the Headteacher. Identification based solely on attainment may exclude underachievers and those children with specific skills. LDCs implement a wide range of strategies and make judgements based on analysis of various sources of information including:

- National tests
- Internal assessments
- LDC observations (based on classroom observation, discussions with students, work scrutiny)
- Predicted test/examination results

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- Reading ages
- Background knowledge of the student
- Information provided by parents
- Personal and peer nominations
- Evidence of out-of-school activities, awards and achievements.

The register of able, gifted and talented students is updated annually based on information contributed by staff and collated by the Headteacher. All parents of children identified as able, gifted or talented will be informed by the Headteacher and invited to discuss any relevant issues as they arise.

### 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

At Embleton View, we accept that in order to provide fully for our AGAT students the school needs to approach individual needs in a flexible way, taking into account the needs of the whole child and not just their specific ability or talent. We are committed to meeting the needs of our AGAT students. We achieve this by implementing a flexible, supportive approach which incorporates a range of strategies.

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:

- Creating a supportive, inclusive ethos where diversity is valued
- 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
- 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, absorbing and challenging tasks that sustain interest and require problem solving skills
- Treating them as partners in learning; respecting and using their abilities
- Encouraging the development of independent learning by allowing students to organise their own work, carry out tasks unaided, evaluate their work and become self-critical
- Modelling a range of thinking skills
- Using questions effectively and encouraging students in asking their own questions
- Effective discussions
- Differentiated activities to provide challenge and providing open-ended learning experiences
- A wide range of enrichment activities, competitions, visits, field trips, collaborations with other schools and universities, summer schools, residentials, productions, inspirational career talks, extra-curricular activities and clubs
- Accelerated learning - to enable AGAT students to take national examinations earlier than their peers.
- Stimulating and using student voice, and giving students additional responsibilities (e.g. school council representative).

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## 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

## 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:

- eBooks – 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)

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.

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### 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.

**Legal Status:** Complies with The Education (Independent School Standards) (England) Regulations currently in force.

### 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, 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 Proprietors 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 Policies
- Assessment Policy
- Marking Policy

		
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