BRETHERTON ENDOWED CE PRIMARY SCHOOL
Able, Gifted and Talented Policy

"Walking in the footsteps of Jesus with our Christian family, we learn, grow, achieve and flourish together in God's love"

This policy is for Bretherton Endowed CE Primary School and The Hub, Bretherton Endowed Out of School Provision.

General rationale

All children attending Bretherton Endowed CE Primary School are entitled to a broad, balanced and relevant curriculum. We believe that every individual should have the opportunity to develop and realise their true potential. To ensure that this happens, we aim to consistently provide learning opportunities for our able, gifted and talented children (**AGT**) that are challenging, intellectually stimulating and enrich the curriculum. We believe that AGT children are entitled to as much support, guidance and encouragement as any other child in our school.

Aims

Our main aims are to:

- identify AGT children as early as possible in their time at our school
- consider children's abilities in all curriculum areas
- develop the specific skills and talents of each individual child
- recognise each child as an individual, educating the whole child both socially and intellectually
- offer an appropriate curriculum that is deep and broad
- inform and involve everyone concerned with the teaching and learning issues related to AGT children
- recognise that AGT children may present themselves as underachievers due to emotional or social problems
- provide resources to facilitate children's learning
- train staff and make them aware of current thinking
- consult and liaise with other agencies where appropriate.

Guidelines for Practice Definition

A group of children of high ability who demonstrate outstanding skill in some of the following:

- General intellectual ability
- Specific aptitude in one or more subjects
- Leadership and interpersonal skills
- Creative, art and performing arts
- Specific sports abilities
- Technical ability.

Identification

Identification is used to ensure effective and suitable provision is made for AGT children. By identifying AGT children their needs should inform the planning of work. This will ensure the appropriate pace, rigour and challenge.
A variety of methods will be used to identify AGT children, including:

- Teacher observation, assessment and nomination
- Background knowledge of the child by parents and previous schools
- Testing: results of national curriculum tests, school spelling and reading tests and foundation stage profile
- Information from previous teacher/ school or pre-school
- Discussion with pupils (self and peer-nomination)

Review and Development
A child who has been identified will be discussed in pupil progress meetings where teachers will discuss their greater awareness of the children's abilities; and again after the Statutory/ Optional SAT tests or Teacher Assessments at the end of the summer term. Progress is measured for all children in school and children who are more able are identified within our planned progress measures. There is no 'register' of AGT children.

Partnership with Parents
Parents and teachers will work together for the needs of the AGT child.

Secondary Transfer
The school will liase with local secondary schools to provide information on AGT pupils and opportunities to enrich the learning of AGT pupils.

Effective Learning
Opportunities for effective learning and teaching for AGT children can take place through:

- An enriched and relevant curriculum
- A stimulating and meaningful environment
- Use of higher order thinking skills
- The use of support staff in group work
- Helping children to formulate questions
- Working both co-operatively and independently
- Experiencing success to gain self-esteem and self-confidence
- Encouragement to take risks and experience setbacks
- Allowing children to take responsibility for their own work and encouraging them to value the work of others
- Discussions between teachers and children communicating high expectations and standards
- Extended use of ICT
- In certain cases, providing the opportunity for children to work outside their usual working environment.

Class Provision and Differentiation
Enrichment/extension work is provided by all teachers in all classes as part of normal differentiated provision. Children may be grouped according to ability in order to promote learning. Differentiated work is built into schemes of work and lesson plans. Differentiation may

be offered through the task set as well as through outcomes. Differentiation may provide activities requiring higher order thinking skills such as project work.As with all children, AGT children need to be challenged. The role of the teacher is vital in challenging the thinking of the gifted child.

Classroom differentiation:
• Teachers have high expectations
• Tasks are designed to take account of levels of existing knowledge, skills and understanding
• Planned extension opportunities or open-ended tasks, not more of same, but instead of.
• Questioning used effectively
• There may be access to higher tier assessments
• Small group work
• Grouping by ability
• Opportunities for pupils to work on higher order skills
• Differentiated homework
• Teaching styles varied to support all types of learning
• Use of AFL to increase pupil participation in planning and evaluation.

School based:
• School clubs– curriculum subjects, eg. PE, ICT, Art, gardening etc.
• Enrichment/ performance opportunities i.e. sports clusters, day and residential visits, the use of specialists e.g. subject leaders, visiting artists and authors, etc.
• Partnerships with secondary schools, eg. School Sports Partnership, Bishop Rawstorne sessions, etc.

Out of school:
• Links with outside agencies/secondary schools – eg. sports clubs and competitions, etc.

Enrichment and Extension
Enrichment involves tasks which broaden the child's skills and understanding. Extension involves work that increases the depth of study in a specific area. Children should be encouraged to:

- Use their initiative
- Solve problems
- Seek alternative answers
- Make judgements based on confidence in their own abilities
- Use all relevant skills.

Subject leaders will offer advice to colleagues on working with AGT children in their curriculum area, where possible. Subject specialists from our own staff may also work with AGT children in their curriculum area.

Staff Development
We aim to raise awareness of AGT children by providing whole school CPD

This policy should be read in conjunction with Child Protection and Safeguarding Policy; Teaching and Learning Policy; Marking Policy; Behaviour Policy; Single Equality Policy

Adopted by the Governing Body of Bretherton Endowed CE Primary School.

Adopted : Septemebr 2026
To be reviewed by the end of 2028

All aspects of our policy intends to comply within the Data Protection (GDPR) legislation.