



Moorland Junior School

ABLE, GIFTED AND TALENTED POLICY

AIMS

At Moorland Junior School we believe that all children are entitled to an education that will enable them to develop their full potential, be that intellectual, physical, aesthetic, creative, emotional, spiritual or social, finding appropriate challenge in our learning environment.

All students have individual needs, which put personalised learning at the heart of our and learning and teaching. Moorland Junior School is committed to providing an equality of challenge for all students and an inspiring education for life.

Inspiring Values for Life

- Vision, values, culture, and ethos are shared by the whole School community.
- Students are happy, secure, and confident and valued for their individuality.
- Students develop spiritual and moral values, self-discipline, responsibility, resilience and respect for themselves, others, and the environment.
- Staff who are energetic, passionate about their subject and committed to the value of an all-round education.

Inspiring Learning for Life

- Students achieve their academic potential through outstanding teaching, which is forward-looking, encourages independent thinking and lays the foundations for lifelong learning.
- Staff continue to develop in their roles through high quality support, guidance, and on-going training.
- First-rate facilities and an inspirational learning environment support the philosophy and aims of the school.
- Regular and robust self-evaluation and collective review ensures that the whole School is a learning organisation.

Inspiring Interests for Life

- The curriculum is broad and balanced, offering rich and varied opportunities for the development of academic interest and intellectual curiosity.
- The co-curriculum offers a wide range of enriching, enjoyable and challenging activities, which stimulate and develop the interests of each child, and promote a healthy lifestyle.

General Rationale

At Moorland Junior School, we aim to provide entitlement to:

- Lessons that stimulate, engage, challenge, inform, excite, or encourage through partnership and dialogue with teachers and other students, and active participation in the lesson.
- Staff commitment and training to develop students' full potential at all times.
- Skilled, organised, and informed teachers who have a perspective and understanding of whole school needs, problems, and policies, especially those concerning issues related to those students identified as AG&T.
- An entitlement beyond subject teaching, including preparation for adult life and preparation for the world of work. This should include extra-curricular activity, personal and social education, careers

guidance and in some circumstances, counselling, visits to local industry, enrichment and enterprise, work experience and community service.

Moorland Junior School is fully committed to ensuring that the application of this Able, Gifted and Talented policy is non-discriminatory in line with the UK Equality Act (2010). Further details are available in the school's Equal Opportunity Policy document. Moorland Junior School seeks to implement this policy through adherence to the procedures set out in the rest of this document.

DEFINITIONS

Able pupils

'Able pupils' refers to pupils who achieve, or have the ability to achieve, above average (compared with the attainment of other students in their year group at Moorland Junior School) in one or more of the National Curriculum subjects.

Gifted pupils

'Gifted pupils' refers to pupils who achieve, or have the ability to achieve, **significantly** above average (compared with the attainment of other pupils in their year group at Moorland Junior School) in one or more of the National Curriculum subjects other than art, technology, performing arts or physical education.

Talented pupils

Talented refers to those students who achieve, or have the ability to achieve, **significantly** above average in art, technology, performing arts, physical education or in areas requiring visio-spatial skills or practical abilities (these could include a range of non-traditional areas) compared with the attainment of other students in their year group at Moorland Junior School.

According to Renzulli (1986) giftedness not only involves above average ability but also involves task commitment and creativity. Task commitment and creativity have been included for the following reasons:

- To let students, know that there is more to being on the Able, Gifted and Talented register than high achievement in test scores. Commitment and application of ability is also required. To help curriculum areas to identify those pupils who have the potential to be highly productive and not just the pupils who come in with high target grades.
- To raise awareness of the fact that provision for the Able, Gifted and Talented also needs to encourage task commitment and creativity.

Pupils with high task commitment might show the following:

- The capacity for high levels of interest, enthusiasm, fascination and involvement in a particular problem, area of study, or form of human expression.
- The capacity for perseverance, endurance, determination, hard work, and dedicated practice. Setting high standards for one's work; maintaining openness to self and external criticism; developing an aesthetic sense of taste, quality, and excellence about one's own work and the work of others.

Pupils with high creativity might show the following:

- Fluency, flexibility, and originality of thought.
- Openness to experience; receptive to that which is new and different (even irrational) in thoughts, actions, and products of oneself and others.
- Curious, speculative, adventurous, and "mentally playful"; willing to take risk in thought and action, even to the point of being uninhibited.
- Sensitivity to detail and aesthetic characteristics of ideas and things.
- Willingness to act on and react to external stimulation and one's own ideas and feelings.

Identification

Able, Gifted and Talented students are identified by making a judgement based on an analysis of various sources of information, including:

- Teacher nomination (based on classroom observation, work scrutiny)
- Checklist of characteristics – generic and subject specific
- Test scores (CAT, MidYIS, Yellis)

This information is collated by the Headteacher and Coordinator of the Gifted and Talented Programme and is made available to all staff. The register details the subjects for which students have been identified as "Gifted" or "Talented", and additionally records those students who have been identified as being in the top 2% nationally as indicated by the CAT/MidYIS/Yellis scores.

Additional Methods of Identification

If at any point a pupil is recommended as being Able, Gifted and Talented, then it will be the responsibility of the Gifted and Talented Coordinator to investigate this. This may be done using the following methods:

- Discussion with the pupil
- Discussion with relevant staff, (teachers, form tutors) to include test data and examination of pupil's work where relevant

Staff will use the AG&T register to identify students and provide appropriate provision for them in lessons. Towards the end of each academic year each department will be asked to review the lists of their AG&T pupils for each year group. At this point the following options are possible:

- Pupils currently on the register remain on the register (no evidence required)
- Pupils who have consistently met the departmental criteria could be added to the register (no evidence required)
- Pupils could be removed from the departmental registers if they have failed to meet the departmental criteria (departments must give brief reasons to the Gifted and Talented Coordinator for this in writing. The reasons could include: behaviour concerns, homework concerns, effort concerns, absence, attainment concerns and must include any intervention that has been put in place).

This information will then be used to form the AG&T register for the following year.

Provision: in-class approach

Strategies include:

- The coherent management of pupil groupings (whether in mixed ability groups or ability sets) and recognition that whilst there may be a higher concentration of able, gifted and talented pupils in some groups there will be pupils who have gifts and talents in all groups.
- The provision of enrichment/extension activities and tasks.
- The provision of opportunities for able, gifted and talented pupils to work with pupils of similar ability. This will mean that it is appropriate for pupils to work with older pupils occasionally.
- Differentiation within curriculum areas, including on occasions, differentiated homework/independent study.
- The development of independent learning by allowing pupils to organise their own work, to carry out tasks unaided, evaluate their work and become self-critical (5Rs).
- Mentoring, with particular emphasis on those able, gifted and talented students who are deemed to be under-achieving.

Provision: out-of-class activities

The following are offered on a regular basis and, although these benefit all students, they are particularly apt for ensuring that students who have potential in these areas are given opportunities to practice and extend their skills:

- Challenge days, such as cross-curricular initiatives.
- AG&T trips
- The encouragement of pupils to enter local and national events, including residential courses and competitions.
- Enrichment and Co-curricular programme – some will be by invitation only specifically for Able, Gifted and Talented pupils
- Musical concerts, Drama workshops and performances.
- Sporting competitions and elite training activities.
- Master-classes and conferences.
- Visiting Speakers.
- Networking with link schools.

Responsibility

With support from the SLT the AG&T Co-ordinator will have responsibility :

- to gather names of identified students from all areas.
- to prepare a register of the top 5-10% of each cohort year.
- to categorize this information in a way agreed with the senior management team and to communicate back to heads of department.
- ensuring the policy is implemented.
- co-ordinating the monitoring of progress.
- ensuring that the professional development programme includes relevant aspects of Able, Gifted and Talented provision.
- to evaluate, annually, the progress made by students and provision generally.
- to consider, annually, the list of identified students.
- to co-ordinate extra-curricular opportunities for challenge.

Process for Review and Development

The list can be updated at any time but there will be a major review after the end of year exams and on receipt of updated CAT/MidYIS/Yellis data. The provision is reviewed on an annual basis in the summer term by the Coordinator of the Gifted and Talented Programme in conjunction with Headteacher.

Departmental Resources

There is a wealth of reference material and many additional teaching resources available in the staff room and from the AG&T Coordinator. Reference material is always available for staff in specific and identifiable folders in the Staff Room. All staff are welcome to approach the AG&T Coordinator for guidance, additional information and supplementary resources.

Equal Opportunities

Every child is treated equally in trying to meet his/her individual needs.

Health and Safety

The School's Health and Safety Policies are adhered to.

REVIEW

This policy is reviewed annually or sooner if required.

REVIEWED AND UPDATED	SIGNED ON BEHALF OF THE SCHOOL	DATE FOR REVIEW
April 2025	Ashleigh McKeown	April 2027