THE ROWANS SCHOOL

ABLE, GIFTED AND TALENTED POLICY

Definition

Over the years, many terms have been used to identify this group of children, who have often been grouped into 'Gifted & Talented'. In July 2012, the report, 'Educating the Highly Able', produced by the Sutton Trust, recommended that 'the confusing and catch-all construct "gifted and talented" be abandoned' and suggested the focus, as far as schools are concerned, should be on those capable of excellence in school subjects, which the report terms, 'highly able'. Potential Plus (formally National Association for Gifted Children) prefers the phrase, 'high learning potential'.

At The Rowans School, our working definition of Able, Gifted and Talented (AGT) is from the Department for children, schools and families which defines AGT children as "those with one or more abilities developed to a level significantly ahead of their year group (or those with the potential to develop those abilities)."

This policy relates to all pupils attending The Rowans School, inclusive of the Early Years Foundation Stage (EYFS).

Able pupils: those who achieve, or have the ability to achieve, a level significantly higher than their peer group in the school.

Gifted Children: those exhibiting, or with the potential to exhibit, a superior academic ability in one or more areas.

Talented Children: those exhibiting, or with the potential to exhibit, superior performance or skill in a specific area.

Aims

The Rowans School is committed to providing a secure learning environment which encourages all children to maximise their potential and enables them to make good progress during their time at the school.

It is recognised that some children are either achieving, or have potential to achieve, at a level substantially beyond the rest of their peer group. This may be in one or more of the following areas:

- Intellectual ability or talent;
- Specific academic aptitude or talent;
- Visual and performing arts;
- Sports;
- Leadership ability;
- Creative and productive thinking;
- Social and emotional skills with special abilities in empathy, understanding and negotiation;
- Artistic and creative talent;
- Physical talent in sports.

These children are defined as having 'high learning potential' and are identified on our AGT register.

The Rowans School aims to:

- Identify AGT children at the earliest possible stage of schooling and to monitor their progress and developments;
- Facilitate and support extended independent learning, good thinking strategies, creativity, mental agility and problem solving opportunities;
- Enable the extension of concepts, skills and knowledge in a supportive environment;
- Encourage and develop the capacity of AGT children to discuss, reason and debate;
- Monitor and evidence the progress made and successes of AGT children.

Identification

Class teachers and other teaching staff who come into contact with the children are responsible for the identification of AGT children. Teaching staff gather qualitative and quantitative information when monitoring each child (see appendix for a more detailed description of identification methods); where a child is considered to be working at a level substantially beyond that of their peer group and/or displays any of the characteristics associated with AGT, they will be identified as an AGT child.

Once a child has been identified as AGT, they are then added to the AGT register. Due to the young age of children at The Rowans School, we recognise that relative ability may change over time and that children may enter or leave the register.

AGT children will be identified and highlighted in individual teacher's planning. This will be reviewed at Year Group meetings each term.

We recognise that AGT children may exhibit the following characteristics:

- Are well ahead of their peers in basic skills of speaking, writing and handling numbers;
- Are able to concentrate for long periods of time on materials which interest them;
- Demonstrate superior memory capacity;
- Are fast workers;
- Use abstract ideas at an early age;
- Are insightful and original thinkers;
- Have an ability to reason, associate and link ideas and relationships and use these to solve problems;
- Have an ability to argue, question and reason supported by logical connections;
- Have an ability to think laterally and tackle problem solving from a variety of angles;
- Are self-critical and critical of others;
- Have an unusual or highly developed sense of humour;
- May be vulnerable because their cognitive development is beyond their social or emotional development or beyond their ability to write.

Each child is unique and may show all or none of these characteristics described. We appreciate that some children who may be AGT do not conform to accepted standards of work and/or behaviour and may present motivational or behavioural concerns.

The Rowans School is committed to an inclusive policy of identifying children's potential regardless of their gender, race, religion and belief, cultural background, linguistic background, sexual orientation, gender reassignment, SEN and disabilities.

Provision

All children, including the more able, gifted and talented, will experience appropriate levels of challenge and enrichment through personalised learning within the classroom and through extra-curricular activities. We encourage a growth mind-set approach where children see the benefit of effort and perseverance and are willing to try new challenges.

All AGT children are provided with opportunities to extend their learning through:

Planning:

- Paired/grouped work with children of similar ability;
- Differentiated work within the classroom as documented in weekly planning;
- Differentiation through pace, task, dialogue, support, outcome, resource, content and/or responsibility;
- Extension and challenge activities.

Challenge:

- Problem solving and investigation to develop reasoning and thinking skills;
- Open-ended questions and task;
- Opportunities for creative and productive thinking;
- Competition against self through target setting.

Extending and enriching the curriculum:

- Visiting experts and range of materials and resources;
- Visits/workshops from poets, writers, actors, dancers etc.;
- Increased technical and specialist language;
- Use of additional support, TAs, older children to extend child in a specific area (social or academic);
- Links with outside agencies (music tuition, sports coaching, etc.);
- Clubs at lunchtime or after school;
- Participation in out-of-school competitions;
- Joining sporting or dramatic teams/clubs outside the school.

In addition, children who are identified as AGT are encouraged to engage in self-directed projects and activities.

Outside school

The Rowans School is committed to providing effective support to parents of AGT children through open communication of information about progress and strategies adopted. The Rowans School will signpost families towards opportunities offered by:

- Specialist clubs and societies;
- National associations;
- Online resources.

Assessment and Monitoring

Each class teacher, with SLT overseeing, is responsible for ensuring this policy is implemented and ensuring that adequate and appropriate resources are provided for AGT pupils.

Children's achievements will be monitored through;

- Child progress meetings between all staff;
- Regular tracking of progress across the curriculum;

- Encouraging children to assess and review their own progress;
- Valuing out of school achievements.

This document will be reviewed annually
Policy Owner: Learning Enrichment Teacher, Curriculum Lead
Approved: TR Head
Date of last review: July 2026
Next review: July 2027

Appendix

Identification of AGT children

1. Characteristics of AGT learners

The following characteristics (taken from the 1998 Ofsted review of research by J Freeman) are not necessarily proof of high ability but they alert us to enquire further into an individual's learning patterns and ability levels.

The child may:

- Be a good reader;
- Be very articulate or verbally fluent for his age;
- Give quick verbal responses (which can appear 'cheeky');
- Have an extensive general knowledge;
- Learn quickly;
- Be interested in topics which one might associate with an older child;
- Communicate well with adults – often better than with their peer group;
- Show unusual and original responses to problem-solving activities;
- Prefer verbal to written activities;
- Be logical;
- Be self-taught in his own interest areas;
- Have an ability to work things out in his head quickly;
- Have a good memory that he can access easily;
- Be artistic and/or musical;
- Excel at sports;
- Have strong views and opinions;
- Have a lively and original imagination/sense of humour;
- Be very sensitive and aware;
- Focus on his own interests rather than on what is being taught;
- Be socially adept or alternatively appear arrogant or socially inept;
- Be easily bored by what they perceive as routine tasks;
- Show a strong sense of leadership;
- Not necessarily appear to be well-behaved or well-liked by others.

These characteristics help to identify a broad group of children from which the AGT children may be identified with reference to the information sources and identification methods outlined below.

2. Identification methods

AGT children are identified by drawing on a wide range of information sources, including both qualitative and quantitative information.

These are outlined below:

a) **Teacher/staff nomination**

Teachers spend a lot of time with children, assessing their abilities in a range of subjects and skills as part of everyday teaching and learning, therefore, this is one of the main ways in which children are identified.

b) **Checklists**

The characteristics above are also used to support a checklist of behaviours that help teachers in school identify potentially AGT children.

c) **Testing: achievement, potential and curriculum ability**

Test results, e.g. standardised scores, enable teachers to identify performance in relation to their peers and national expectations. Teachers may also identify where a child has particular skills and knowledge in other curriculum subjects, such as music or art.

d) Assessment of children's work

Assessments, including the marking of children's work enable the school to identify high performance in relation to peers and national expectations.

e) **Parental information**

Parents have a huge amount of information regarding their child's abilities and are encouraged to share this with the school.

f) **Discussions with children**

When talking with children, certain gifts or talents (or the potential for ability, gift or talent) may be revealed.

g) Using community resources

Sports clubs may contact the school to identify a particular gift or talent a child is demonstrating outside of school.

Next Steps

Once a child has been identified as AGT, they are added to the AGT register. Provision for identified children is then planned in year group planning and assessment meetings as outlined in the main policy document.