



Able, Gifted Policy

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Cadmore End
Church of England | Combined School

From Small beginnings come great things.

The parable of The Mustard Seed. Matthew 13:31-32

We will apply our Christian and British values, complemented by our small-school benefits; balancing each child's educational, pastoral and emotional needs delivering an exceptional, personalized journey, enabling them to flourish in our family, our community and in the future.

This is certainly true about our Able, Gifted and Talented learners. Some of our visions include:

- Offering opportunity
- Solving problems together
- Taking Risks
- Building on skills to help us learn and recognising these in ourselves
- Encouraging ambition
- Having a go

Our Able, gifted and talented pupils help support the school to promote these values, by being role models to others.

Aims

At Cadmore End we are committed to using our vision to provide a secure and stimulating environment for all our pupils. We promote and value challenge, creativity and independence in all our pupils, but our gifted and talented children are used as strong role models for others. Our excellent teaching and learning aims to maximise opportunities and develop the children's confidence, so they can challenge themselves and reflect on their learning and take risks. We believe in treating children as individuals, providing an education that is suited to their particular needs and abilities. This is especially relevant with children identified as able, gifted or talented, regardless of their gender or background.

To ensure that these children reach their full potential, it is important to adopt and implement appropriate policies and practices to fulfil their educational and social needs. Their specific talents and skills need to be nurtured; by providing them with either the opportunities to work at high cognitive levels in academic areas; or a chance to aspire for creative or physical excellence, whilst still ensuring the holistic needs of the child are met, in order to provide a well-rounded education. We believe a strong able, gifted and talented programme is vital to support the values of Cadmore End, as it promotes increased performance across the board, lifting the aspirations of children, teachers and support staff.

Definitions

Able, gifted and talented learners are described as:

"Those children and young people with one or more abilities developed to a level significantly ahead of their year group (or with potential to develop these abilities)"

Able learners	Able learners are defined as those who have abilities in one or more subjects in the statutory school curriculum, other than art and design, music and P.E. They have the capacity for, or demonstrate high levels of performance in an academic area. This includes children who are leaders or role models and who display outstanding leadership and/or social skills.
Gifted children	Gifted children are defined as those with an innate ability, who present a natural, outstanding aptitude or competence for exceptional performance.
Talented children	A talented child is one who demonstrates high levels of achievement with a specific ability in a non-academic area, including art, music, sport or the performing arts.

Identification of the Able, Gifted and Talented

The identification of the gifted and talented pupils is a process in which the whole teaching and support staff participate in; as well as parents, carers and the children themselves. The process starts as soon as children enter Cadmore End and is reviewed constantly. Before identifying any child is gifted or talented in any area, we aim to ensure that all children have had the opportunity to learn and succeed. This makes the identification process fairer. A register of able, gifted and talented is kept by the co-ordinator but talents and abilities emerge at different times due to developmental issues and as new opportunities arise, therefore inclusion in the cohort is not permanent. If it is perceived by parties that inclusion is no longer beneficial, children may be moved off, either temporarily or permanently.

Identification must also be based on ability, not achievement. Some children can 'underachieve' for a variety of reasons such as: peer pressure; behavioural problems; special educational needs or reluctant learners and all staff need to be aware of this and look for 'hidden talents'.

Both qualitative and quantitative information can be used for identification purposes.

Provision for the Able, Gifted and Talented

At Cadmore End, the main focus is to improve provision for able children in day-to-day teaching and learning. There are three basic ways of meeting the needs of able, gifted and talented children; mastery, enrichment and extension.

Mastery is how a child can apply the curriculum in a more complex and in-depth, cross-objective, multi-modal method. It demonstrates how skilfully a child can apply their learning. Mastery is not just knowing a fact, but it is using that fact in increasingly more complex situations. Reflection & Mastery is not just being able to say what they have learnt, but being able to teach it to someone else.

Enrichment consists of broadening a child's education. This can consist of enabling a child to study aspects of topic that there would not normally be time to study within the day to day curriculum. Extension occurs when children are encouraged to develop more sophisticated thinking and reasoning skills.

Types of provision

Class provision:

- All teachers have high expectations.
- Teaching is personalised, high pace and challenging.
- Tasks are designed to take account of levels of existing knowledge, skills and understanding and are differentiated appropriately.
- There are planned extension opportunities or open-ended tasks that promote higher order thinking skills.
- A variety of grouping is used effectively e.g. setting, mixed ability etc. offering children the chance to become role models, quantifiers or clarifiers to other children
- Enrichment opportunities

School based provision, varying according to subject area and covered using a variety of methods:

- Shared celebration of children's achievements.
- School societies and councils.
- School ambassadors.
- Specialist Teachers.
- Enrichment opportunities including specialist days.
- Intervention Groups.
- Opportunities for performance.

Out of school provision:

- To help children find support, training and clubs for more diverse talents.
- Opportunities to enter national schemes/competitions.
- Ensure close secondary liaison.

Process for review and development

The able, gifted and talented leader, with the support and active participation of subject leaders and whole staff, is responsible for:

- updating and reviewing the information record of children on the able, gifted and talented register
- and monitor their progress
- ensuring liaison with parents where necessary
- reviewing the policy
- monitoring provision
- identification of any suitable mentors for children
- provision of any necessary resources
- keeping up to date with information to do with the AGT and feeding back to staff
- developing links with agencies or organisations that support AGT
- consulting with the SLT, staff and governors