



British Junior Academy of Brussels  
AEN Policy Part 3:  
Able, Gifted and Talented Policy  
Revised January 2016



The British Junior Academy of Brussels

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This policy is for the whole school, including Early Years Foundation Stage

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## 1.0 AIMS

The British Junior Academy of Brussels (BJAB) is committed to providing an environment which encourages all pupils to maximise their potential and this clearly includes pupils who display some form of giftedness.

We aim to:

- identify those who are considered to be Able, Gifted and Talented
- provide teaching which makes learning challenging and enjoyable
- employ a wide variety of methods of recognising potential
- recognise under-achievement and seek to change this

## 2.0 PURPOSE

The purpose of the Able, Gifted and Talented policy (A, G and T) is to describe provision for pupils who are considered to be A, G and T; how pupils are identified, what provision is made and how this provision is monitored.

## 3.0 DEFINITIONS

### 3.1 Able, Gifted and Talented (A, G and T)

#### 3.1.1 Able pupils

Pupils who are considered to be able are those who achieve, or have the ability to achieve, above average (compared with the attainment of other pupils in their year group) in one or more of the National Curriculum subjects.

#### 3.1.2 Gifted pupils

Pupils who are considered to be gifted are those who achieve, or have the ability to achieve, *significantly* above average (compared with the attainment of other pupils in their year group) in one or more of the academic subjects (English, Mathematics, Science).

#### 3.1.3 Talented pupils

Pupils who are considered to be talented are those who achieve, or have the ability to achieve, *significantly* above average in art, 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 pupils in their year group.

### **3.2 Special Educational Needs and Disability (SEND)**

Pupils have a SEND if they have a learning difficulty or a disability that calls for special educational provision to be made for them (see SEND policy).

### **3.3 English as an Additional Language (EAL)**

Pupils are identified as having EAL if they are not yet fluent in English and need extra support to access the curriculum, (see EAL policy).

## **4.0 PROVISION**

The general guidelines are that pupils who are able, gifted or talented should, wherever possible, be taught within their chronological age group and that work should be differentiated to meet their needs. Only under the direction of the Headteacher, and in exceptional circumstances, will pupils be moved to an older age group on a permanent basis to meet their educational needs.

Pupils who demonstrate strengths in specific areas of learning require support to extend their learning opportunities. Teachers should make provision to further challenge these pupils by planning suitable 'extension' work across the relevant curriculum areas. Care must be taken that this is not simply 'more of the same'. Teachers may write an Individual Plan (IP), outlining targets and provision that meet the individual needs of any children who are considered to be A, G and T.

Where the timetable allows, pupils may be taught in the next year group up for booster sessions in Mathematics and English. Class teachers, under the direction of the Head of Learning Support and Headteacher, should discuss this with parents to ensure that pupils are confident about this.

Where possible, after-school clubs may be provided to give further support to pupils identified as A, G and T.

These will vary according to subject area but may include:

- school clubs
- enrichment opportunities
- opportunities for performance
- recommendations for specialist teaching

## **5.0 ROLES AND RESPONSIBILITIES**

### **5.1 Parents**

Partnership with parents plays a key role in enabling pupils who are A, G and T to achieve their potential. The school recognises that parents have knowledge and experience to contribute to the shared view of a pupil's needs and the best ways of supporting them. They can also provide a valuable source of support for their child's learning at home. All parents of pupils who are A, G and T are partners and are encouraged to play an active role in their children's education.

## **5.2 Head of Learning Support**

The Head of Learning Support has a role to play in the process of providing for the needs of pupils who are considered to be A, G and T.

The Head of Learning Support will:

- ensure the A, G and T policy is monitored and reviewed
- ensure any A, G and T records are maintained, including the pupils being recorded on the AEN register
- support and liaise with each class teacher on the provision in class
- monitor and evaluate the IP with the class teacher
- liaise with parents, in agreement with the Headteacher
- monitor the progress of pupils who are A, G and T
- monitor the planning to ensure appropriate tasks are provided for pupils who are A, G and T

## **5.3 Class teacher**

Where possible provision will take place within the class via enrichment/extension work as part of the differentiated provision. Gifted pupils need to be challenged. Within the mainstream setting, teachers are responsible for:

- maintaining high expectations of all pupils
- designing differentiated tasks that take account of levels of existing knowledge, skills and understanding
- planning extension opportunities or open-ended tasks
- providing a broad, balanced and creative curriculum, giving all pupils a chance to thrive
- ensure pupils are making appropriate progress relative to their potential
- writing an IEP, setting targets and tasks to extend and enrich the education of A, G and T pupils

## **6.0 IDENTIFICATION, ASSESSMENT AND MONITORING**

### **6.1 Identification and assessment**

Pupils are assessed by the class teacher through marking and observations in class. All pupils sit baseline assessments at the beginning of each year, which include a Non-Verbal Reasoning test. The data from these assessments can be used to identify pupils who have the potential to be A, G and T.

In addition the following methods will be used:

- teacher observation and assessment
- background knowledge
- specialist teacher/coach identification
- information from parents

No method can be entirely accurate, so a variety of methods or elements from them should be employed.

It is worth remembering that gifted pupils can be:

- of high ability but with low motivation
- of good verbal ability but poor writing skills
- very able but with a short attention span
- very able with poor social skills
- keen to disguise their abilities

## 5.2 Monitoring

Through staff assessment and discussion, pupils who are A, G and T will be identified and added to the AEN Register. Their progress will be closely monitored by the class teacher, Head of Learning Support and Headteacher. The provision for these pupils will be assessed and adapted as required.

This policy is the responsibility of Victoria Cowx, Head of Learning Support	
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