



Warlingham Park School

Able, Gifted and Talented Policy

This policy applies to the whole school, including the EYFS

September 2025

1. Introduction

1.1 At Warlingham Park School, we believe that all children are entitled to an education that will enable them to develop to their full potential, be that intellectual, physical, aesthetic, creative, emotional, spiritual or social. We are committed to providing a stimulating and suitably challenging curriculum for all its pupils, in the pursuit of the highest academic and pastoral achievements.

1.2 All pupils have individual needs, which put personalised learning at the heart of our teaching and learning programme. More able, gifted and talented (MAG&T) pupils should be given the opportunity to access a broad and balanced curriculum as such we aim to provide opportunities to develop specific skills and talents. At WPS, we recognise that the very able pupil will be capable of working at a significantly higher cognitive level than their peers in some areas and that work needs to be set accordingly. We are, however, concerned for the whole child's development and recognise that in other areas, able children need the opportunity to develop alongside their peers. We strive to deliver our mission of 'Learning to Grow' by providing engaging and challenging lessons which develop our pupils to be effective critical thinkers and confident in the life skills needed to reach their potential.

1.3 This policy should be read alongside the following school policies:

- Curriculum Policy
- EAL Policy
- SEND Policy
- Teaching and Learning Policy
- Equal Opportunities Policy

2. Definitions

2.1 The Department of Education distinguishes between gifted learners and talented children:

- Gifted learners are those who have particular academic abilities;
- Talented learners are those who have particular abilities in the creative arts (such as music, art and design, drama, dance) or PE.

2.2 Warlingham Park School aims to provide opportunities for pupils to Enquire, Enthuse and Enrich their learning in order to fulfil their potential in the following broad areas of ability:

- Academic – English, Maths, History and Geography
- Creative – Art and Design, Music and Drama
- Practical – DT, Science, ICT, Science, Mechanics
- Physical – Sport, PE and Dance
- Social – personal and Interpersonal, leadership qualities
- Open – a combination of the above

2.3 Dual Exceptionality

Pupils who are able, gifted or talented but who are subject to a barrier of learning, such as Dyslexia, Asperger's Syndrome, or a physical disability.

2.4 It is worth remembering that able pupils can also be:

- of high ability but of low motivation;

- of good verbal ability but have poor writing skills;
- very able but with a short attention span;
- very able with poor social skills; and/or
- keen to disguise their abilities.

2.2 It is important to note that the MAGT register is fluid and flexible and will be monitored, reviewed and updated on a regular basis.

3 Identification of Able, Gifted and Talented

3.1 The identification of able, gifted and talented pupils is a process which the whole teaching and support staff participate in, as well as parents, carers and the children themselves. At WPS, we identify children as more able, gifted and talented when they either perform above national expectations for their age or demonstrate advanced learning skills through advanced communication skills and insightful and critical thinking and/or questioning.

3.2 When identifying pupils' special abilities, the following are also considered:

- Teacher observation and assessment
 - Test and assessment results
 - Discussion with pupils/self and peer group identification
 - Discussion with other staff
 - Information received from previous school/class.
 - Information from parents
- 3.3 As a school, we recognise that more able, talented and gifted pupils may:
- be good all rounders
 - be high achievers in only one area or strand of the curriculum
 - be of high ability but low motivation
 - be of good verbal ability but poor writing skills
 - be very able with short attention span
 - be very able with poor social skills
 - possess superior powers of reasoning
 - show originality and initiative
 - be frustrated if they cannot achieve the excellence they demand of themselves
 - have keen powers of observation
 - spot the direction of a story or situation well ahead of their peers
 - have exceptional curiosity and constantly want to know why
 - have a wide range of interests which they follow with great enthusiasm
 - be unwilling to follow instructions for class task preferring to do things in an individual manner

- when interested become absorbed for long periods
- absorb and store information quickly
- have exceptional ability in Art, Music or Sport

4 Responsibilities

4.1 Teachers:

- Identify the pupils who meet the criteria;
- Use enrichment/extension opportunities appropriately; and
- Identify and address underachievement.

4.2 Senior Management Team

- Identify the pupils who meet the criteria;
 - Identify and address underachievement;
 - Prepare subject specific criteria;
 - Inform teachers of these criteria;
 - Identify the students which meet the criteria and share these names with teachers;
 - Provide schemes of work that contain enrichment/extension materials for identified students
 - Ensure that enrichment/extension materials are being used appropriately by staff;
 - Encourage children to enter local and national events and competitions.
- Lead/co-ordinate challenge focus groups and activities

5 Strategies for Teaching

5.1 At WPS, we aim to ensure effective and suitable provision for AGT pupils by planning work with appropriate pace, rigor and challenge. We aim to create a learning climate in which success is valued by everyone and where individual differences are accepted and celebrated.

We offer opportunities for able, gifted and talented pupils to thrive through:

- Using a whole school policy on identification and provision;
- Creating a positive environment in which it is good to succeed;
- Identifying the needs of the more able in the planning process, including the provision of resources where funding allows;
- An enriched, stimulating and relevant curriculum;
- Celebration of achievement;
- Giving children the opportunity to take responsibilities and use initiative;
- Regular reinforcement of high expectations,
- Opportunities for pupils to work outside their usual working environment, where possible
- (e.g. local school enrichment events or workshops);

- Independent and collaborative learning activities providing opportunities for pupils to organise their own work, access resources, make choices, analyse and evaluate their achievements, challenge themselves and be self-critical;
- Flexibility of organisation which allows for an able child to work with others of similar ability;
- The focus on thinking and study skills, including metacognition;
- Pupils self-assessing and evaluating their own work; and
- Encouraging risk-taking and the experience of setbacks to develop resilience.

Due to the nature of the classes and the close cooperation between colleagues, each teacher is aware of the current status of children in their class. All school staff provide a challenging environment to inspire and excite children and are committed to an ethos of high expectation for all.

The following classroom based strategies are employed where appropriate:

- Establishing prior knowledge, understanding and skills the pupils;
- Variable and flexible grouping of children;
- Differentiation by both task and outcome;
- Individual target setting;
- Encouraging all children to become independent learners;
- Setting unaided tasks which involve making choices about their work and self-evaluation;
- Planning high quality tasks for enrichment with extension materials that relate to the subject always available; and
- Ensuring extension tasks are identified in lesson plans.

6 Extension, Acceleration and Enrichment

6.1 Opportunities to broaden pupils' learning experiences may include:

- Differentiation, where pupils may be grouped according to ability, and differentiated work is built into schemes of work and lesson plans to provide activities requiring extended higher order thinking skills;
- Working on academic concepts which would typically be for older pupils to access broader knowledge and develop more sophisticated thinking and reasoning skills.
- Internal opportunities for pupils to take part in organised challenge activities,
- Enabling a pupil to study aspects of a topic that there would not normally be time to study, or adding extra subjects or specialised calendar events to the curriculum or extracurricular activities programme; and
- Partnership with other schools or external organisations, for example workshop events and local, regional and national schemes/competitions.

8 Success Criteria

8.1 The success of this policy is measured by qualitative and quantitative evidence of an individual pupil's progress and the development of the Able, Gifted and Talented Register as a whole. This includes:

- Improved attainment in the areas in which they are able, gifted or talented;
- Increasing active involvement by pupils in assessment of their own progress and target setting;

- Increasing higher level questions being asked by pupils;
- Increasing levels of independent learning, including risk taking in learning; and
- Increasing confidence and improving attitudes to learning.

Useful websites with resources:

- <http://www.bbc.co.uk/education>
- <http://www.topmarks.co.uk/> - range of literacy and Numeracy games to support and extend children's learning independently
- <http://www.literacyshed.com/>
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AGT activities/challenges for children:

- Public Learning Destinations are places which provide Children University Learning
- Activities and which are publicly accessible, places which include wildlife centres, zoos, historical interest sites, theatres and libraries.
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11. Version control

Date of adoption of this policy	March 2020
Date of last review of this policy	September 2025
Date for next review of this policy	September 2026
Policy owner (SMT)	Annie Ingrassia
Policy owner (Proprietor)	ILG

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