

## Talented, Able and Gifted (TAG) Policy

Updated September 2019

Next Review September 2022

### Glossary of Terms

TAG – Talented, Able and Gifted

KS – Key Stage

### Aim

The aim of this policy is to provide a framework for the school's identification and provision for pupils who learn at a significantly faster rate than their peers.

### **At the Raleigh School, we are committed to:-**

- Developing the potential of each individual child by providing opportunities for personal excellence in all areas of learning.
- Having high expectations for ALL children, regardless of age, gender, background, disability or belief, providing opportunities for leadership, creativity and logical thinking.
- Providing opportunities for identified children to develop their specific skills in different areas both inside and outside school.
- Embedding in children's minds, an understanding of a range of learning styles.
- Equipping children for life-long learning by encouraging them to take risks, developing essential skills and fostering the desire to develop their own natural curiosity, knowledge and expertise.
- Recognising and celebrating success.

### Definitions:

**'Talented'** As this is subjective, we give this title to a child who is significantly exceeding age related expectations in areas **other than** Reading, Writing and maths. As much of this is completed outside of school we rely on parents to inform us of their child's talent which we then discuss together eg swimming for a club is not a talent; however a County time is, as this is exceptional.

**'Able'** children who achieve 'exceeding' at the end of Reception, KS1 or KS2 in one or two at reading, writing **or** maths.

**'Gifted'** children who achieve 'exceeding' at the end of Reception, KS1 or KS2 in reading, writing **and** maths, ie all 3 measures.

We recognise 'TAG' pupils as those who have outstanding ability/talent across a range of subjects/skills or within one area/subject. We would expect them to show curiosity, autonomy and determination to take their learning forward in their own direction whilst demonstrating resilience and focus for long periods of time.

### Process of Identification

- Professional judgement of class teachers will be the main source of identification. This will be through opportunities in everyday work including provision of challenging, open-ended tasks to allow the children to take their learning further through observation and awareness of children's individual learning styles.
- Records of children's attainment and standardised scores from termly tests and other teacher assessments will be tracked via the school's data spreadsheets and discussed during pupil progress meetings termly.
- Dialogue with parents regarding talents and where possible with their extra-curricular teacher/instructors/coaches who have recognised a talent.

**Transition – discussion notes of more able, gifted and talented children will be passed on to the next teacher to ensure consistency with development and suitable provision during the transition from class to class or school to school. Similar discussions will also take place between Year 6 teachers and secondary school teachers. Time will be allocated towards the end of the year to allow teachers the chance to discuss, reflect and review those pupils on the register.**

### How we provide for our More Able, Gifted and Talented Pupils

The ethos and learning environment within our school aims to challenge TAG pupils through:-

- Ability and mixed ability groupings in the classroom via 'Quality First Teaching'.
- Differentiation to extend the more able at an accelerated pace. Opportunities for open-ended tasks, challenges, higher order thinking and extension activities are referred to in planning based on Blooms Taxonomy.
- Enrichment focus groups which are typically in the ratio of 1:6 ratio to challenge children to take/master the next step within the year as well as opportunities to attend Masterclasses at Secondary Schools.
- Opportunity for a variety of teaching styles, opportunities and a range of higher level questions to stimulate critical thinking.
- The opportunity to extend learning through visits, speakers and days in role to support their curriculum learning.
- TAG invitational clubs eg Swimming.
- The opportunity to play lead roles/sing solos in drama productions by audition.
- Selective sporting opportunities to represent their school.

### Involvement of Governors

Governors are responsible, in partnership with the Headteacher, for ensuring that all pupils' needs are met and that TAG pupils (identified on the internal 'TAG' register) are appropriately challenged.

## Appendix 1

### Responsibilities

The Class Teacher must:

- Identify TAG pupils using professional judgement and teacher assessment/test results.
- Ensure appropriately high standards are set so that EVERY child has the opportunity to excel.
- Track pupils' progress regularly.
- Provide differentiated, challenging and purposeful tasks.
- Have high expectations of all pupils and use higher order questioning to promote a variety of thinking skills and meta-cognitive thinking.
- Ensure communication with curriculum leaders in order to offer the best provision for able pupils in all curricular and extra curricular activities.
- Provide and ensure opportunities are created for all children to develop their understanding of the range of learning styles to achieve full potential in the specialist area.
- Keep and use up to date, accurate and detailed records.
- Value participation of children in out of school enrichment activities by celebrating in class/assemblies once notified.
- Update the internal register of TAG pupils regularly.

The SENDCo must:

- Ensure the implementation of this policy.
- Support Class Teachers in implementing the classroom standards for TAG children.
- Support Class Teachers with advice, expertise and resources for extra challenges.
- Monitor/track pupils alongside the Assessment Leader to ensure they are challenged within that subject area.
- Ensure policy and plans reflect provision for all pupils (to enrich every child's experience).
- Identify training needs within the school.