



Able, Gifted and Talented Policy

September 2018

This Policy forms part of our Whole School Teaching and Learning Policy and is applicable to the Whole School including EYFS .

1.0 Overview

This document is a statement of the aims, principles and strategies for the identification and management of Able, Gifted and Talented pupils at Long Close School. It is intended to provide a consistent framework and to ensure that all children have their needs met, allowing them to work towards their full potential. It should be read in conjunction with the school's policies for teaching and learning as together this forms a statement of the principles underpinning the work of the school. Long Close School is a deeply caring school where attention is paid to the planning of the curriculum, both to extend the most able and support the individual needs of pupils.

We recognise that the responsibility for Able, gifted and talented (AG+T) is a whole-school issue and lies collectively with all staff, supported by the Named AG+T Coordinator (Maria McCauley) and the Senior Leadership Team.

2.0 Introduction

- 2.1 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.
- 2.2 All pupils have individual needs, which puts personalised learning at the heart of our teaching and learning programme. Able, gifted and talented (AG+T) pupils should be given the opportunity to access an optimal breadth and depth of learning; as such we aim to provide opportunities to develop specific skills and talents.

3.0 Definitions

Able	Pupils who achieve, or have the ability to achieve, above average in one or more academic areas, including areas outside the main school curriculum. Identification is made through CAT4 / MIDYIS / YELLIS Standardised Age Scores in individual subjects of 120+ or combined Standardised Age Scores of 116+ in VR / Quantative / NVR This also includes children who are leaders or role models and who display outstanding leadership and/or social skills.
Gifted	Pupils with an innate ability, who present a natural, outstanding aptitude or competence for exceptional performance in one or more academic areas. CAT4 / MIDIS / YELLIS Standardised Age Scores in individual subjects of 127+ or combined Standardised Age Scores of 120+ in VR / Quantative / NVR
Talented	Pupils who excel in one or more specific fields: <ul style="list-style-type: none"> • Creative and Performing Arts – Art, Design & Technology, Drama, Music; through achievements in graded examinations, productions, performances etc • Physical Education/sporting ability; representation at County /National Level • Extra-curricular pastimes – e.g. Chess.
Dual Exceptionality	Pupils who are able, gifted or talented but also subject to a barrier of learning, such as Dyslexia, Asperger's Syndrome, or a physical disability. It is worth remembering that able pupils can also be: <ul style="list-style-type: none"> • 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.

4.0 Identification of Able, Gifted and Talented

- 4.1 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.
- 4.2 The identification begins when a child joins the school. The school is keen to understand their achievements and interests in particular areas as they join the school. Discussions with parents and carers will enable us to create the best possible picture of the child, and records of awards and achievements in academic, sporting, musical, artistic and any extra-curricular activities will be helpful in this respect.
- 4.3 Both qualitative and quantitative information is used for identification purposes:
- A programme of formative, summative (internal and external) assessment takes place (see the school Assessment Policy). Pupils from Year 4 upwards take part in CAT4 Cognitive Ability Tests every two years, supported by annual end of year attainment tests, GL Progress in English, Maths, Science (Y6 upwards), together with ongoing formative teacher led assessments to track progress and inform the AG+T register.
 - Teachers also make regular assessments of each child's progress in all subjects towards the National Curriculum and Learning Targets identified through standardised tests.
 - Faculty / Department Heads will have an overview of pupils who demonstrate ability in their subjects, and will discuss pupils on both the monitor and AG+T register lists with the AG+T Coordinator on a termly basis following pupil progress meetings at the end of term. Wider movements on the AG+T monitor or active register are discussed at the point of admissions and throughout the year at staff meetings.

Responsibilities

- 5.1 Teachers:
- Identify the pupils who meet the criteria;
 - Use enrichment/extension opportunities appropriately; and
 - Identify and address underachievement.
- 5.2 Key Stage Coordinators:
- Identify the pupils who meet the criteria;
 - Plan for and use enrichment/extension materials appropriately;
 - Identify and address underachievement; and
 - Provide the Assistant Heads of Achievement (Junior / Senior) and AG+T Co-ordinator with assessment results.
- 5.3 Heads of Faculty / Department:
- Prepare subject specific criteria with the AG+T Co-ordinator;
 - Inform department staff of these criteria;
 - Identify the pupils which meet the criteria;
 - Pass these names on to the AG+T Co-ordinator;
 - Provide schemes of work that contain enrichment/extension materials for identified pupils;
 - Ensure that enrichment/extension materials are being used appropriately by staff; and
 - Encourage children to enter local and national events and competitions.

- 5.4 AG+T Co-ordinator/Head of Learning Support
- Prepare from prior attainment data a register of the top 10% of each cohort year;
 - Gather names of identified pupils from all areas of the curriculum;
 - Categorise this information in a register, circulated to the Senior Leadership Team and all teaching staff;
 - Meet with Heads of Faculty / Department and Heads of School biannually to review provision within departments;
 - Prepare courses of action for children who are identified as able in many areas (by agreement with senior management);
 - Monitor the provision of AG+T pupils;
 - Evaluate the progress made by AG+T pupils on an annual basis; and
 - Lead/co-ordinate challenge focus groups.

- 5.5 Assistant Head Achievement (Junior / Senior):
- Monitor schemes of work and ensure that they allow opportunities for enrichment and extension;
 - Work with the AG+T Co-ordinator to oversee the process and activity;
 - Include items concerning the provision of AG+T children on meeting agendas; and
 - Ensure that staff are made aware of opportunities for CPD development in supporting the needs of AG+T children.

6.0 Coordination and monitoring

- 6.1 The Able, Gifted and Talented Register for pupils is coordinated by Maria McCauley, Head of MFL The Register is reviewed on a termly basis, in association with pupil progress, departmental and/or staff meetings
- 6.2 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, pupils may be moved off, either temporarily or permanently. Such changes to the register will be discussed in parallel with the pupil and parents.
- 6.3 We recognise that some pupils who are able, gifted or talented do not always show their ability. This may arise from learning difficulties such as dyslexia, or personal circumstances. The school aims to work with support programmes and parents to ensure a consistent achievement at the appropriate level for each child.

7.0 Strategies for teaching

- 7.1 We offer opportunities for able, gifted and talented pupils to thrive through:
- An enriched, stimulating and relevant curriculum;
 - Regular reinforcement of high expectations, e.g. with a Challenge Wall;
 - Opportunities for pupils to work outside their usual working environment, where possible (e.g. regional enrichment events or workshops);
 - Independent and collaborative learning activities;
 - 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.

8.0 Extension, acceleration and enrichment

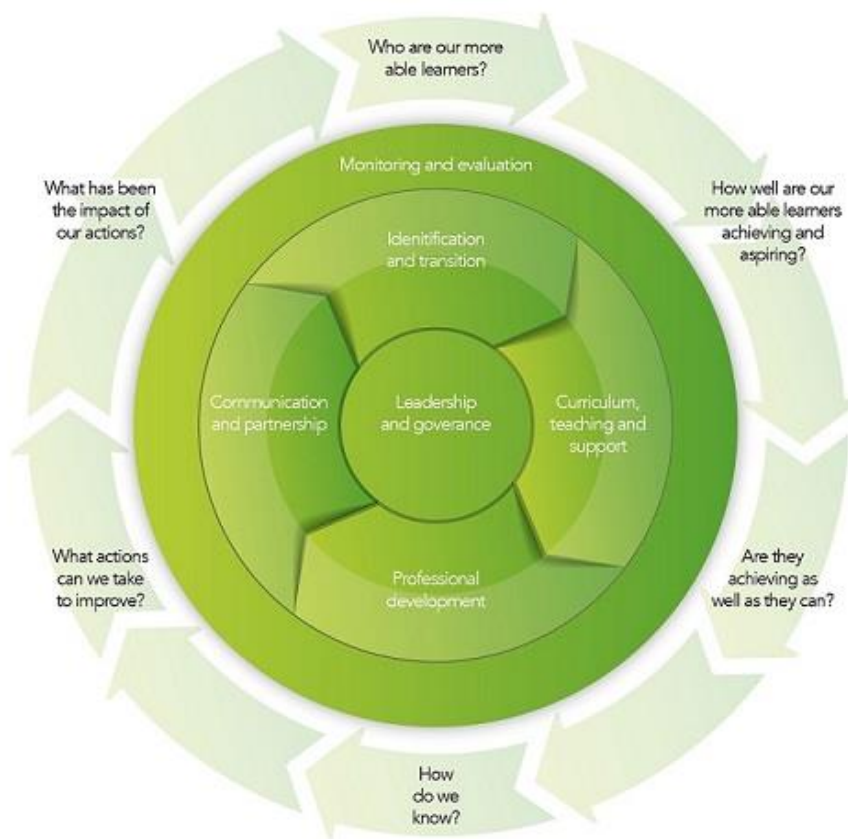
8.1 Opportunities to broaden pupils' learning experiences may include:

- 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 subject matter which would typically be for older pupils to access broader knowledge and develop more sophisticated thinking and reasoning skills. This may be through either giving pupils work which would usually be given to older pupils, or moving pupils up a year group, where practical in enable Mastery learning.;
- Enabling a student 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 extra-curricular activities programme; and
- Partnership with other schools or external organisations, for example workshop events, specialised holiday camps, and local, regional and national schemes/competitions.
- Opportunity to take part in AG+T educational visits, workshops, enrichment clubs, residential.

NACE (National Association for Able Children in Education)

8.1 The school is at the beginning phase of registering to take part in the NACE Challenge Framework to enhance our AG+T provision for pupils as part of our focus on effective school improvement.

Based on extensive evidence of what constitutes good provision for more able learners, the framework consists of six interconnected elements with detailed criteria to support your school through its self-evaluation. It is accompanied by extensive guidance and practical templates.



9.0 Success criteria

- 9.1 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.

Ownership and consultation	
Document sponsor (role)	Director of Education
Document author (name)	Robin Davies, ADE
School Owner	Melissa McBride, Headteacher Kim Wall, Head of Learning Support Maria McCauley, AGT Coordinator
Consultation – May 2017	The following schools were consulted: North Bridge House Canonbury, Breaside Prep School, Hastings School Madrid, Hendon Prep School, Salcombe Prep School, Huddersfield Grammar School, Downsends Epsom Pre-Prep School and El Limonar Villamartin. Education Team representative – Danuta Tomasz, ADE.

Audience	
Audience	Parents and all school staff

Document application and publication	
England	Yes
Wales	Yes
Spain	Yes

Version control	
Implementation date	01.09.2018
Review date	Review and update for implementation in September 2019

Related documentation	
Related documentation	Assessment Policy Curriculum Policy EAL Policy SEND Policy Teaching and Learning Policy