



ABLE, GIFTED & TALENTED POLICY

Introduction

The school believes in ensuring that all of our students achieve their true potential, and aim to recognise the needs of more able pupils in a comprehensive school, within a framework of equal opportunity and mixed ability teaching. We will implement procedures and strategies that will address the needs of an identified cohort of more able pupils, ensuring that they are motivated to achieve to the best of their ability and set standards of excellence as an example for others to follow.

Rationale

Able, Gifted and Talented (AGAT) children need encouragement and support just as much as other children. All pupils should receive a personalised education and if they need specialised or extra help because of a gift or talent they should have the same entitlement as pupils who find learning difficult.

Definition of the Able, Gifted and Talented

"An able child, as defined by The Stonehenge School, is one who achieves, or has the ability to achieve, at a level significantly in advance of the peer group. This may be in all areas of the curriculum or in a limited range."

"A gifted pupil is one who achieves, or has the ability to achieve, in the top ~10% of their year group in and of the core subjects of English, maths and science as well as the humanities, modern foreign languages and in computing/ICT".

"A talented pupil is one who achieves, or has the ability to achieve, in the top ~10% of their year group in art, music, dance, physical education, sport and technology".

Identification Procedure

Our school understands that identification of AGAT pupils should focus on ability and potential rather than achievement, so that underachieving pupils are amongst those identified. Identification includes those pupils with multiple exceptionality (i.e. pupils with specific abilities, gifts and/or talents who also have special educational needs which can present a barrier to the achievement of potential, e.g. weak literacy skills). As ability is evenly distributed throughout the population, we are committed to identifying an AGAT population that is broadly representative of the whole school population in terms of gender, ethnicity and socio-economic background.

We understand that the identification process should make effective use of multiple sources of both quantitative and qualitative data of pupils' ability. This includes:

- CAT data
- KS2/3 SAT data
- GCSE and other public examination data
- Internal assessment data
- Primary School Teacher nomination
- Information from parents on pupils' entry to school
- Subject teacher nominations

Following the identification process, two types of AGAT cohorts are constructed:

1) Subject specific AGAT cohorts consisting of approximately 10% of pupils in each year group who have been identified as AGAT in a particular subject.



2) A core AGAT cohort consisting of approximately 10% of pupils in each year group who meet one of the following eligibility criteria:

- i) Top 5% nationally in Key Stage 2 SATs.
- ii) Achieve a high mean CAT score.
- iii) Receive a high number of subject specific nominations.

The threshold for criteria (ii) and (iii) may vary from year to year according to the academic profile of the year group.

The identification of AGAT pupils and review of the existing AGAT cohorts occur annually. Following this process, pupils may be added to and removed from the subject specific and core AGAT cohorts to allow for changes in the rate of development of pupils' abilities, gifts and talents. Each year, parents are informed by letter of their child's inclusion in the subject specific and core AGAT cohorts.

It is worth remembering that AGAT pupils can be:

- Good all-rounders
- High achievers in one area
- Keen to disguise their abilities
- 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

Provision For Able Gifted And Talented Pupils

Teaching and Learning in the classroom

The principles of good teaching and learning provide a foundation for effective provision for AGAT pupils. The most important provision is that delivered in the classroom in everyday lessons. Therefore, effective support and provision is the responsibility of all teaching staff. We support the use of the Classroom Quality Standards in Gifted and Talented to provide a framework for teachers in reflecting on how well they present appropriate challenge and support for AGAT pupils in lessons and in homework. Excellent teaching and learning is characterised by:

- Lesson plans which accommodate the needs of AGAT pupils, recognising and building on what learners already know, avoiding unnecessary repetition and setting out appropriate objectives
- A classroom culture of high expectations and aspirations, in which it's 'cool to be clever' and where all sorts of talents and abilities are valued.
- The use of varied teaching approaches to make learning an enjoyable and challenging experience, matching tasks to learners' maturity and preferred learning styles.
- Encouraging independent thinking and open inquiry.
- Selecting and using questions that stimulate higher order thinking.
- Encouraging and supporting pupils in asking their own questions.
- Promoting and modelling a variety of thinking skills, and modelling and requiring the pupils to use effective problem solving techniques.
- Using class discussion effectively.
- The development of young people's confidence, self-discipline and understanding of the learning process (metacognition): helping them to think systematically, manage information and learn from others.
- The use of peer and self-assessment to make young people partners in their learning, help them to assess their work, reflect on how they learn and inform subsequent planning and practice.
- Stimulating and paying attention to the pupil voice.

Curriculum

We are committed to developing a flexible and differentiated curriculum which offers learning pathways and a broad learning experience. This includes introducing challenge through breadth (enriching learning through additional material beyond the core curriculum), depth (extending learning by asking pupils to delve deeper into a certain topic) and pace (accelerating learning ahead of their peers).



Grouping

Effective provision for AGAT pupils uses a variety of grouping approaches, including those outlined below:

- Grouping by ability so that AGAT pupils have the opportunity to work with others of a similar ability to enable the provision of appropriate enrichment and extension activities and ensure intellectual stimulation and accelerated progress.
- Mixed ability grouping provide opportunities for late developers and learners with potential to progress to the highest levels. They reflect the society in which we all live, and help AGAT pupils to develop patience and understanding with those less academically able than themselves. Sometimes, working with a less able pupil helps to clarify thinking and find a clear way to explain a concept; being in the role of 'tutor' or 'coach' can also be very good for self esteem. However, AGAT pupils should not be asked to devote significant amounts of time to assisting other pupils at the expense of their own learning.