

## **Moulton School Able, Gifted and Talented (AG&T) Policy**

### **Definitions**

#### ***Able pupils***

'Able pupils' refers to students who achieve, or have the ability to achieve, above average (compared with the attainment of other students in their year group at Moulton School) in one or more of the National Curriculum subjects.

#### ***Gifted pupils***

Gifted refers to students who achieve, or have the ability to achieve, **significantly** above average (compared with the attainment of other students in their year group at Moulton School) in one or more of the National Curriculum subjects other than art, performing arts or physical education.

#### ***Talented pupils***

Talented refers to those students 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 students in their year group at Moulton School.

According to Renzulli (1986) giftedness not only involves above average ability but also involves task commitment and creativity. Task commitment and creativity have been included for the following reasons:

- To let students know that there is more to being on the Able, Gifted and Talented register than high achievement in test scores. Commitment and application of ability is also required.
- To help curriculum areas to identify those pupils who have the potential to be highly productive and not just the pupils who come in with high target grades.
- To raise awareness of the fact that provision for the Able, Gifted and Talented also needs to encourage task commitment and creativity.

#### **Pupils with high task commitment might show the following:**

- The capacity for high levels of interest, enthusiasm, fascination and involvement in a particular problem, area of study, or form of human expression.
- The capacity for perseverance, endurance, determination, hard work, and dedicated practice. Setting high standards for one's work; maintaining openness to self and external criticism; developing an aesthetic sense of taste, quality, and excellence about one's own work and the work of others.

#### **Pupils with high creativity might show the following:**

- Fluency, flexibility, and originality of thought.
- Openness to experience; receptive to that which is new and different (even irrational) in thoughts, actions, and products of oneself and others.
- Curious, speculative, adventurous, and "mentally playful"; willing to take risks in thought and action, even to the point of being uninhibited.
- Sensitivity to detail and aesthetic characteristics of ideas and things.
- Willingness to act on and react to external stimulation and one's own ideas and feelings.

These definitions should be reflected in the departmental identification processes (see below).

The definitions given above are generic and taken from DfE documents. For this reason the definitions will be renewed regularly with input to this requested from all staff. This is so the views of all staff will be considered and the definitions are more specific to Moulton School.

## Identification

### The Moulton School AG&T Register

Moulton School will have one **AG&T** register for each year group that will list all pupils that are identified by one or more curriculum area. This will be used to select pupils to that will be recorded on the Whole School Register (see below).

At the start of each academic year (taking data from the previous years AGaT register) each department would already have identified their top ten percent (approximately) of pupils in years 8-11 based on attainment, assessment data, target grades and the subject specific criteria detailed in the departmental handbooks (year 7 will need separate consideration, see below). Most of these pupils will fit into the “**Able**” definition as mentioned earlier with a smaller proportion fitting the “**Talented**” or “**Gifted**” definitions.

This will raise awareness of who the more able pupils are within each department and will mean that before the start of each academic year there is a list of the more able pupils in each curriculum area for years 8-11. This should facilitate planning to meet the needs of these pupils from day one in the new academic year.

At the end of the first and second term each curriculum area will be asked to review their list of more able pupils. However, this is only to add pupils who have consistently met the departmental criteria to the list and who may have been missed.

Towards the end of each academic year each department will be asked to review the lists of their top ten percent of pupils for each year group. At this point the following are possible:

- Pupils currently on the register remain on the register (**no evidence required**)
- Pupils who have consistently met the departmental criteria could be added to the register (**no evidence required**)
- Pupils could be removed from the departmental registers if they have failed to meet the departmental criteria (**departments must give brief reasons to the Gifted and Talented Coordinator for this in writing. The reasons could include: behaviour concerns, homework concerns, effort concerns, absence, attainment concerns and must include any intervention that has been put in place**).

This information will then be used to form the AG&T register for the following year.

### Identification of AG&T pupils in Year seven

As year seven pupils are new to the school there is a lack of qualitative and quantitative data available for identification purposes. Therefore identification may involve a combination of data collected from the following methods:

- Primary teacher referral through the primary liaison process
- Departmental referral as mentioned above

- Parental nomination. Parents will be invited to share information regarding areas in which students are Able, Gifted and Talented where they may not have had the opportunity to express through the school curriculum.
- KS2 SATS

At the start of the second term departments will be asked to identify their top ten percent of pupils in Year Seven based on a recommended list provided by the Gifted and Talented Coordinator.

### **Additional Methods of Identification**

If at any point a pupil is recommended (by parents, staff, peers etc) as being Able, Gifted and Talented, then it will be the responsibility of the Gifted and Talented Coordinator to investigate this. This may be done using the following methods:

- Discussion with the pupil
- Discussion with relevant staff, (teachers, form tutors, HOH) to include test data and examination of pupil's work where relevant
- Discussion with parents
- Discussion with peers

Staff will use the AG&T register to identify students and provide appropriate provision for them in lessons.

A pro-forma will be made available to subject leaders within the school so that they can notify the Gifted and Talented Coordinator of any concerns for pupils who are underachieving and, more specifically who might not reach their target by the end of the year. This is so that appropriate intervention strategies can be put in place to improve performance.

### **Whole School Register**

The following pupils will be recorded on the whole school register

- Those pupils who are identified by more than five curriculum areas as being Able, Gifted or Talented.
- If the above adds up to less than ten percent of the year group then numbers will be made up by pupils who are identified by more than four curriculum areas then pupils who are identified by more than three curriculum areas etc.

As with the AG&T registers it is expected that most of these pupils will fit into the "**Able**" definition with a smaller proportion fitting the "**Gifted**" and/or "**Talented**" definitions. However, there will be some pupils who meet the "**Gifted**" definition in a wide range of curriculum areas and appropriate provision must be put in place by the Gifted and Talented coordinator for these pupils (see enrichment section below).

It is the Whole School Register that will make up the school's return to the local authority and will be made available to all staff through SIMS.

Interim reports for all pupils on the whole school register will be given to the Gifted and Talented Coordinator so that progress can be checked. Any concerns will initiate appropriate intervention strategies aimed at improving performance (mentoring/teacher meetings/parental meetings).

Once a pupil has been included on the Whole School Register the parents/guardians of that child will be notified by letter that outlines exactly what the implications and requirements of this are. This is due to start in September 2011 and may extend to all pupils that have been highlighted as AG&T in one or more subject areas.

Membership on the Whole School Register will be reviewed in the summer term and is dependent on the pupil continuing to meet the criteria detailed above. Failure to meet the criteria will result in the pupil being highlighted as an “underachiever” which will initiate appropriate intervention strategies aimed at improving performance (mentoring/teacher meetings/parental meetings). The intervention will take place in the summer term and at the start of the new academic year. Parents/guardians will be notified of this in writing. The pupil will be removed from the Whole School Register if they fail to respond to the intervention. Intervention strategies will, however be continued until any identified underachievement has been overcome.

### **Provision for AG&T pupils**

#### **The curriculum:**

- It is the responsibility of departments and classroom teachers to ensure that all children are given work that is suitably challenging, enabling each one to achieve his or her potential.
- Subject leaders should ensure that each scheme of work should outline provision for the most able pupils
- There is an aspiration to A/A\* grades for “able” students, i.e. the 10<sup>th</sup>-30<sup>th</sup> percentile. This will be embedded in schemes of work, teaching strategies and departmental assessment strategies, and will be tracked at an individual and whole school level.

#### **Enrichment:**

The purpose of enrichment/extra-curricular provision should be to provide opportunities for able pupils to use their skills in areas outside of the national curriculum.

- Each curriculum area will be asked for volunteers who feel that they could offer some sort of enrichment activity. These activities should challenge and inspire students. Such activities may include: maths challenge, chess club, school production, theatre visits, mock trial competition, visiting speakers, lectures and visits to universities.
- It will also be appropriate to enter local and national competitions aimed specifically at able students. It will be the responsibility of the Gifted and Talented Coordinator to arrange this.
- Other activities and provision for able students nationally and locally will also be investigated by the Gifted and Talented coordinator. This will be based on the interests of the pupils that make up the Whole School Register and may vary year by year.
- The Gifted and Talented coordinator will also be responsible for providing enrichment that aims to raise the aspirations of the pupils on the Whole School Register.
- The Gifted and Talented Coordinator will be responsible for identifying those pupils who fit the “**Gifted**” definition in a wide range of curriculum areas and who could therefore be potential applicants to the top universities. A special enrichment programme will be put into place to encourage high aspirations in these pupils.

#### **Mentoring:**

Any pupils on the whole school register who underperform on their interim reports or any pupils that are notified to the Gifted and Talented Coordinator as underperforming will be mentored. The aim of this will be to improve performance by identifying problems, finding solutions to these problems and then making a plan for improvement.

There will also be a programme of group mentoring to raise individual aspirations and provide school and peer support for high attaining students.

**Monitoring:**

There will be an annual report to the QA sub-committee of the Governing Body. This will comprise:

- An analysis of the whole school register, in terms of gender, ethnicity and movement on and off the register
- Performance of the AG&T cohort
- School wide performance at A/A\*
- Details of enrichment activities
- Details of mentoring activities
- Developments in subject handbooks
- Developments in teaching and learning and curriculum provision, which impact particularly on the AG&T cohort.