



Policies and Procedures

Able, Gifted and Talented Policy

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Appendix 1: How do we stretch and challenge?

ABLE, GIFTED AND TALENTED POLICY

At Abbey Grange C of E Academy all staff are committed to ensuring that all pupils are supported to fulfil their potential. We recognise that pupils of all abilities, including more able pupils, are entitled to stretch and challenge and we continually strive for excellence in all areas of school life, both inside and outside the classroom.

This policy guides the way in which this happens at our school. Through this policy and the Teaching and Learning policy we aim to:

- Ensure that we recognise and support the needs of more able pupils (referred to in the policy as 'Able, Gifted and Talented').
- Provide Able, Gifted and Talented pupils with the chance to develop to their full potential.
- Ensure that we challenge and extend Able, Gifted and Talented pupils through the work that we set them.
- Encourage Able, Gifted and Talented pupils to develop independent thinking and learning skills.

1 Identification

We use a range of strategies to identify gifted and talented pupils including:

- Cognitive Abilities Test scores (CATs) of 126 or higher
- National Curriculum assessments
- In school assessment data
- Teacher observation
- Subject specific checklists
- Work scrutiny
- Discussion with pupils and parents

We recognise that pupils with Special Educational Needs and Disabilities or with other barriers to learning may also present as Able, Gifted and Talented pupils (Dual or Multiple Exceptionality) and will strive to ensure that these are not overlooked during the identification process.

2 Gifted and Talented Cohorts

There will be two distinct pupil cohorts. The first will be a School Target Group, identified by the Vice Principal. Parents will be informed if their child is a member of this group. This cohort will be clearly identified for all staff in Masterclass.

The second will be subject groups, identified by each subject team, consisting of approximately 10% of their pupils who are the most able or talented. These groups will be stored centrally and made available to all staff via Masterclass, but will be created and updated by subject leaders.

3 Monitoring achievement

The Vice Principal will lead the monitoring of the School Target Group using Masterclass to analyse in-house assessment data. All Achievement Directors will drive intervention to address any pupil underperformance across subjects.

Subject teams will be responsible for monitoring the performance of both the School Target Group and their own subject cohort, and will intervene where necessary to address any underperformance.

4 Provision

Our Able, Gifted and Talented pupils are supported in the following ways:

4.1 Differentiation

During lessons our goal is to ensure that:

- All teachers have high expectations of Able, Gifted and Talented pupils
- All teachers praise, encourage and recognise the achievements of Gifted and Talented pupils
- All teachers provide stimulating lessons with pace so that pupils are motivated by challenge
- All teachers design tasks that take account of prior knowledge, skills and understanding
- All lessons offer planned extension opportunities or challenging open-ended tasks
- All lessons provide opportunities for pupils to carry out independent learning
- Pupils are encouraged to access external provision in order to extend their learning

4.2 Whole-school provision

We provide Able, Gifted and Talented pupils with the following opportunities to extend their abilities and develop their interests beyond their lessons:

- Lunch time and after school clubs offering various activities
- School competitions
- Sports matches against other schools
- Choir, orchestra and other instrumental groups
- Drama productions
- Guest speakers / educational visits
- Targeted booster sessions for A/A*
- Enrichment weeks, for example Science Week
- Extension timetabled sessions as part of the curriculum (e.g. Further Maths)
- Higher Education and other Careers events to raise aspirations
- Personalised pathways to facilitate accelerated learning
- Funding for the Post-16 Head Start programme

4.3 Monitoring and Evaluation

The Vice Principal responsible for Able, Gifted and Talented provision will:

- Work with the Senior Leadership Team, Curriculum Achievement Team, Pupil Development Team, & Inclusion Team to monitor and update the Able, Gifted and Talented register and ensure that this data is shared.
- Monitor the progress of Able, Gifted and Talented cohorts across school and trigger intervention where necessary.
- Support Curriculum Achievement Teams in planning provision to meet the needs of Able, Gifted and Talented pupils.
- Hold meetings with individuals or small groups of identified Able, Gifted and Talented pupils as appropriate to ensure that their needs are met

4.4 Subject Leaders/Achievement Directors (Curriculum) will:

- Identify their own cohort of Able, Gifted and Talented pupils, record this information on subject trackers and review this list annually
- Analyse data collected to ensure that all pupils, including those identified as Able, Gifted and Talented, are making expected progress, and intervene when they are not
- Hold meetings with individuals or small groups of identified pupils to monitor and improve provision and progress
- Advise teachers on appropriate strategies, resources and activities to meet the needs of Able, Gifted and Talented pupils
- Know the pupils in their classes identified as Able, Gifted and Talented
- Offer targeted extension, acceleration and enrichment opportunities to develop gifts and talents beyond the basic curriculum offer, and signpost for pupils out of school opportunities

4.5 Achievement Directors (Student Development) will:

- Know the pupils in their Abbey identified as Gifted and Talented.
- Analyse data collected to ensure that all pupils, including those identified as Able, Gifted and Talented, are making expected progress and intervene when they are not
- Hold meetings with individuals or small groups of identified pupils to monitor and improve provision and progress
- Create a partnership with home through regular communication
- Target appropriate Careers Education, Independent Advice and Guidance to ensure aspirations are appropriate to ability and pupils are aware of their future potential and the choices they have.

5 For further information:

Subject team Able, Gifted and Talented descriptors

NACE Challenge Award framework

Appendix 1

How do we stretch and challenge?

Ideally, you should be aiming for material that is just at the edge of students' capabilities

Teachers should not be worried about putting pupils in to uncertain learning situations from time to time. Be happy to use work aimed at pupils who are two or three years older, that requires a high level of challenge.

Stretch and Challenge strategies that work:

The Concept map

A blank page has a number of key words inserted by the teacher. Students are asked to join up these key words with lines, and on the line they must write the reason for the link.

Do you know? (pairs/trebles/opposites)

Ideal for a starter as it gets students on task as soon as they enter the room.

Students look at a screen with words with missing letters. This is a simple task of working out key words from a particular lesson or topic. Extension task number 1 – get students to list pairs (these can be linked words or even opposites). Extension task number 2 – get students to link five words

Extension tasks

Extension tasks should not be more of the same.

- Critical thinking
- Creative thinking
- Increased independence
- Problem – solving ability
- Reflection and self-knowledge

If completed an essay or piece of written work, get students to write a top three tips for other students – must be able to explain their choices.

Who would win in a fight?

Teacher gives the students a vague question, allowing for freedom of thought, e.g. in a geography lesson - who would win in a fight..... the city or the countryside

Round Table

Take a specific idea, question or thought linked to the lesson and ask students to imagine it as the focal point for a roundtable discussion.

They must then construct a debate in which the different contributors discuss and argue back and forth with one another.

What might happen if.....

Ask students 'What might happen if...'

...religion was banned tomorrow

...the laws of physics were temporary

...birds did not migrate

Stand Up, Sit Down Game

Teacher gives class a category, and students think of an example. One student lists everything in that category and students sit down when their example is named. A 30 second time limit is imposed. Sit as many students as possible. E.g. think of a metal from the periodic table.

Continuum

Create a continuum and ask students to place themselves at a certain point. All students must be prepared to explain their placing.

Exam questions

Ask students to produce exam questions for the topic they are studying.

E.G. Tell them to come up with five thought-provoking questions based on 'Of Mice and Men'.

Which are your best two questions? How do you know?

Ask the students to create a five point strategy for answering the question perfectly.

Images and questioning

1. What are the images?
2. Which image do you prefer?
3. Why do you prefer that one?
4. Do the Images have anything in common?
5. Explain why the images link to our subject?

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