



Able, Gifted and Talented Policy (AGT)

Rationale

Driffield School is fully committed to inclusive education where diversity is valued and the principle of equal opportunity is applied to all. We are determined to encourage all children to achieve their potential by providing an education that is personally motivating, challenging and fulfilling. Our approach seeks to accept, explore and reveal children's aptitudes, gifts and talents in all areas of the curriculum and we recognise that these will only emerge in a school where teachers and pupils are empowered to improve the quality of teaching and learning.

Identification of able, gifted and talented pupils enables appropriate provision to be made to meet the intellectual, emotional, social and special needs of individuals. The learning challenges presented to able, gifted and talented pupils will be offered to other pupils and this could expose gifts and talents that were previously hidden in some individuals. Finally, by nurturing, valuing and celebrating the talents of all pupils at Driffield School we hope to maximise their life opportunities and minimise the chance of underachievement.

Statement of intention

In order to meet the needs of able, gifted and talented pupils at Driffield School we aim to:

- present opportunities for all pupils to develop their abilities and talents
- provide access to a suitably differentiated and challenging curriculum
- meet pupils personal, social, emotional and special needs in addition to their intellectual needs
- overcome potential barriers to learning
- create a social and learning environment where individual differences are celebrated and valued
- raise standards by setting high expectations based on a sound understanding of pupils individual differences
- involve all staff in the procedures for identification, provision and assessment of gifted and talented pupils

Definitions

More able pupils may be referred to as gifted, talented, more able, highly able, exceptionally able or high attainers. However, gifts and talents as identified by the DfES Excellence in Cities initiative (G&T Strand) identifies:

- 'gifted' pupils as those who have high attainment or potential in academic subjects in the curriculum
- 'talented' pupils have evident high attainment or potential in creative or expressive arts or sport

We accept that able, gifted and talented pupils are not a homogenous group and that their pattern and range of attainment varies. They may:

- show evidence of high attainment across a wide range of subjects
- show achievement or potential in a wide range of contexts
- demonstrate specific academic aptitude or affinity for any curriculum area, subject or aspect
- be particularly creative

- be outstanding leaders or team members
- be underachieving, their potential masked by other factors, or unrecognised
- have both outstanding abilities and special needs

Definition Model

At Driffield School we acknowledge that able, gifted and talented pupils are to be found in all cultural and economic groups, across all areas of human endeavour and both genders.

Terminology used at Driffield School:

‘**Able/gifted**’ refers to pupils with academic ability or potential across **several** areas of the curriculum.

‘**Exceptionally able**’ refers to pupils in the top 2%.

‘**Talented**’ refers to

- a) pupils with **academic ability** in **1 or 2** curriculum areas
- b) pupils with less measurable skills and qualities such as:
 - physical ability e.g. sport
 - skills in visual and performing arts
 - practical and technological skills
 - leadership and organisational skills
 - creativity and imagination
 - social: interpersonal and intrapersonal skills
 - any human ability or talent which has meaning for the individual and/or society

Identification

As there is no single measurement with which to identify AGT pupils, Driffield School adopts a broad-based inclusive approach, gathering evidence from a wide range of sources. Identified pupils are included in the Able/Gifted Register or Talented Register (see definitions).

Driffield School identifies AGT pupils using the following:

• **Teaching and Learning**

Providing challenging teaching and learning opportunities that allow pupils to demonstrate their abilities. Pedagogic approaches that help pupils to develop independent learning.

• **Observation**

Observing pupils’ approaches and responses to their work in arrange of contexts (within and outside the classroom).

• **Performance criteria**

Using a balance between tests of attainment (National Curriculum - SATs, GCSEs), and tests of potential (Cognitive Ability Tests – CATs)

Using other performance criteria for pupils with artistic, musical, sporting and physical talents. Teacher assessments for NC levels in subjects where no formal end of key stage testing is required.

• **Checklists**

Using general characteristics associated with able pupils and subject specific identification criteria.

• **Transition records**

Using records, observations and data provided by the Driffield’s feeder primary schools when pupils transfer from KS2 to KS 3.

• **Discussions/information**

With pupils, peers, parents, carers, other teachers, non teaching assistants, members of the local community and other professionals e.g. educational psychologist, School Librarian, Connexions Advisers, Youth workers, Health workers

- **Special Circumstances**

Taking into consideration the needs of pupils with English as an Additional Language (EAL), Special Educational Needs (SEN), disabilities, health, home environment and behavioural issues. Particular gifts or talents may be masked in these circumstances.

Organisation issues (Grouping, Classroom & Extracurricular Provision)

Provision for AGT pupils is the responsibility of teachers in all curriculum areas and this is reflected in curriculum policies, schemes of work and lesson planning.

At Driffield School, AGT pupils will normally work with pupils of the same chronological age so that they are part of a normal peer group. The general principles underpinning decisions in relation to organisational responses include an emphasis on maximising

- effective learning for all pupils (including self-awareness as well as the acquisition of facts and knowledge)
- the delivery of an enriched curriculum for all pupils
- the active participation, engagement and inclusion of all pupils

Grouping

However, we encourage the use of a wide variety of class and pupil grouping and these might include:

- mixed ability groupings
- ability setting in some curriculum areas
- ability groupings within the class
- withdrawal for small group work – where appropriate to the learning needs of pupils, in order to provide advanced enrichment work
- cross-age interest groupings
- a degree of informed experimentation with groupings (with evaluation and review)
- option for pursuing forms of acceleration for a very small number of students with exceptional abilities
- seating arrangements e.g. mixed gender, mixed ability, single gender.

Classroom – enrichment and extension

As part of the Teaching and Learning Policy, Driffield School encourages the use of a variety of teaching strategies in order to promote effective learning for all students. The planning of teaching and learning opportunities for AGT pupils includes enrichment and extension.

DfES Excellence in Cities Definitions:

Enrichment: Adding breadth by allowing AGT pupils to explore ‘areas of learning that other pupils do not cover, but at broadly the same level’.

Extension: giving AGT pupils opportunities to study at a greater depth as they ‘explore areas of learning at a more demanding level than other pupils in the year group’.

Classroom Learning Activities.

However, to meet the needs of AGT pupils they will be given access to suitably challenging work and there will be differentiation of classroom learning activities. This will be done through a variety of the following:

- setting **challenging** objectives
- add **breadth** (e.g. enrichment through a broader range of texts and tasks)
- give **depth** (e.g. extension through more detail and complexity)
- accelerate the **pace** of learning (e.g. tackling objectives earlier)
- approaches that develop increased **independence**
- opportunities for **reflection**
- using different contexts
- tasks which involve critical and creative thinking
- problem solving opportunities

- setting higher order thinking challenges – levels of analysis, synthesis and evaluation
- open-ended questioning that demands and develops higher-order thinking skills
- activities that appeal to different learning styles and multiple intelligences
- student led research or small group work investigations
- cross curricular topics
- differentiated homework challenges
- use of new technologies i.e. supplementary on-line learning opportunities
- using a variety of learning resources
- developing research, recording, thinking, problem solving and communication skills
- offering additional subjects i.e. another language or philosophy

Study Support (Extracurricular) – enrichment and extension

Driffield School offers opportunities that enhance the learning experiences of all pupils. In addition the school enriches the provision for AGT pupils, beyond the classroom, by providing a variety of activities that include the following:

- school, local and national competitions and challenges
- school clubs
- opportunities to work with visiting experts
- study day /support opportunities
- contacts with local industry and businesses
- master classes
- encouragement to join out of school courses
- peripatetic music lessons
- work shop opportunities and sports skills programmes offered by local organisations
- support for applications to the National Academy of Gifted and Talented Youth (NAGTY)
- direction to web based extension and enrichment materials
- use of school's residential field centre (Spiers Bank House)
- activities developed in conjunction with the East Riding Secondary G&T Network

Continuity and Progression

Subject teachers and form tutors provide crucial support and guidance for able, gifted and talented pupils. The Director of Studies (Key Stage 3), Director of Studies (Key Stage 4), Head of Post 16 Education and Training, the Heads of House, Curriculum Leaders and the AGT Co-ordinator ensure the smooth transition of AGT pupils between each key stage (Key Stage 2 to Key Stage 5). Setting appropriate targets for pupils, tracking progress and consulting with pupils and parents are part of this process.

Personal, Emotional and Social Issues

At Driffield School we recognise that high self esteem and high achievement are closely linked. We foster an ethos that supports personal, emotional and social development of all AGT pupils by:

1. Teachers offering pupils the opportunity to experience success and develop their self esteem.
2. Having high aspirations for the pupils.
3. Maintaining high expectations, providing challenge and encouraging risk taking.
4. Providing constructive commentary on pupils work, offering advice on steps for improvement.
5. Recognising and rewarding achievement across the full spectrum of abilities and talents.
6. Developing strategies to promote good communication between teachers, as pupils' progress through the school, particularly between KS3 to KS4 to the 6th Form.
7. Providing challenge to AGT pupils so that they occasionally experience failure. The pupils will be given the opportunity to reflect on their own progress and learn the strategies for coping with difficulties in a supporting, learning environment.
8. Working thoughtfully with parents and carers to ensure that they feel secure that their child's needs have been recognised and met.
9. Providing counselling and reassurance to both parents and pupils at appropriate points.

10. Underachieving pupils will be identified, mentored and supported, in order to develop their potential.
11. Voluntary organisations are used to provide extra support e.g. Connexions, School Health Adviser, School Nurse.
12. Parents are given access to support from the school and voluntary organisations. Support may include newsletters, resources, parents meetings, parents' information evenings, courses and websites.

Monitoring, Assessment and Evaluation

As with all our school policies, the transfer to consistent practice across the school is of paramount importance and thus we must evaluate our progress.

Driffield School engages in self-evaluation in order to monitor the practice, assess pupil progress and to evaluate and review the effectiveness of the provision for AGT pupils.

Self-evaluation enables us to identify:

- where practice is working well and can be shared
- where improvements can be made
- the impact of the practice on school achievement
- changing circumstances, both locally and nationally
- action to be taken and future planning

Key areas:

- ensuring that the whole school policy is being followed
- ensuring that curriculum plans (policy, schemes of work and lesson plans) include provision for AGT pupils
- teaching content and approaches challenge AGT pupils
- children progress from class to class and between phases, smoothly and with no unnecessary repetition
- study support (extracurricular provision)
- pupil progress - to include both assessment for learning(formative assessment) and assessment of learning (summative assessment)

Evidence:

We monitor and evaluate the impact of our provision in a variety of ways e.g.

- the analysis of individual and group performance data
- looking at the learning experiences of AGT pupils through classroom observation and staff discussion
- interviewing pupils and looking at samples of their work
- regular analysis of the validity and use of the AGT registers
- Questionnaires to parents and pupils

Senior Leadership Team, Co-ordinator and Governor

The Able, Gifted and Talented Co-ordinator is responsible to the Deputy Headteacher, Teaching and Learning, and ultimately to the Headteacher. The role of the Able, Gifted and Talented Co-ordinator at Driffield School is to ensure that there is a coherent and consistent approach towards AGT pupils across all curriculum areas and key stages. A representative from the Governors works closely with the co-ordinator, ensuring that the Governing body fully participates in the implementation of the policy for AGT pupils. The co-ordinator leads a link group with a representative from each curriculum area. The implementation, monitoring and evaluation of the policy is transmitted to the curriculum areas through the Curriculum Leaders and link representatives.

Continuing Professional Development

The co-ordinator undertakes appropriate training to lead the development, monitoring and evaluation of the school's policy for identifying its cohort of able, gifted and talented pupils and the teaching and learning programme for them. Membership of "the National Association for Able

Children in Education” (NACE) and links with Oxford Brookes University, ensures that the co-ordinator is aware of the current developments nationally. The co-ordinator links with the East Riding Excellence Cluster and represents the school on the East Riding Secondary Network group for Gifted and Talented Co-ordinators.

The AGT co-ordinator liaises with Curriculum Leaders and the Professional Tutor, in the school, to identify the training needs and opportunities for staff development, including the NQTs, Student teachers, NTAs and governors.

Process for Development and Review

The AGT policy will be reviewed annually, in June, as part of the cycle of school improvement.

Resources and useful contacts

School Policies

Teaching and Learning Policy

Equal Opportunities Policy

Assessment and Reporting Policy

SEN Policy

Inclusion Policy

Government

- DfES www.teachernet.gov.uk
- QCA Guidance on G&T www.nc.uk.net/gt
- Publications on “Assessment for Learning”, “Personalised Learning” and the “Key Stage 3 Strategy”