



The Royal School

Wolverhampton

Able, Gifted and Talented (AG&T) Policy

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Changes to version 7 of this policy

Added that track the performance as part of the high prior attainers progress checking.

1. Aim

To improve provision for able, gifted and talented students in this school.

2. What does “Able, Gifted and Talented” mean?

The term “**gifted**” is generally applied within academic and cognitive areas, for example Maths, English, Science, Geography while “**talented**” often refers to more intuitive and creative skills within areas such as Art, Music, PE and Drama.

More able pupils are those whose attainment level and innate cognitive ability places them clearly above average ranges across the majority of academic curriculum subjects. In the Primary School, ‘More able’ refers to students whose attainment levels is clearly above average in Reading, Writing and Maths.

At The Royal School we use the term ‘Able, gifted and talented’ (AG&T) to refer to all pupils within the three categories above.

In terms of data analysis, we track the more able as part of pupils identified as “high prior attainers” whilst the gifted and talented pupils are tracked within departments or year groups.

3. Identifying more able, gifted and talented students

In order to identify more able, gifted and talented students the school draws upon the following sources of evidence:

- **Teacher identification**

 - Teacher assessments

 - Classroom observation to confirm other assessments

 - Record of student’s work over time

- **Parental feedback**

- **Student feedback**

 - Oral, written, or other demonstrated abilities/responses to learning

- **Use of test results and assessments**

 - Examination Results

 - Prior learning achievements if transferring from another school or phase

 - High Prior Attainers

 - Key Stage 1 and 2 National Curriculum Tests.

 - School Examinations.

 - CATS assessments

 - Other types of standardised tests which give ability profile

 - Reporting comments from teaching staff, teaching assistants and related professionals

4. Establishing a formal identification process

Broad objectives

In order to identify more able, gifted and talented pupils, we want to know about their independent or collaborative abilities, achievements and potential.

Roles and responsibilities for identification

Any teacher, teaching assistant or related professional may identify more able or talented student at any time using the relevant criteria, sources of evidence and agreed processes. (See Appendix 1 and section 3 above.) Corroboration by consultation with other appropriate persons may help to confirm this or otherwise. All teachers have shared roles and responsibilities in this respect. The SENCO maintains the list of AG&T pupils across the school. Information regarding new students to be identified as gifted or talented will be passed onto the SENCO.

How do we collate and record the gifted and talented student cohort within each year group or subject area?

More able pupils are recorded as “AG&T” on the sims system in school. This enables their progress to be tracked effectively. Gifted and Talented pupils are recorded on the register in the SEND Team via Microsoft Teams. Subject Leaders in Senior School and class teachers in Primary school populate these lists and are responsible for tracking the progress of these pupils in their particular subject.

5. Meeting the curriculum needs of able, gifted and talented students

The school continues to explore ways to extend opportunity to allow pupils to progress further and faster (acceleration/fast-tracking), to stretch areas of strength and develop areas of relative weakness. Tasks therefore are more challenging so as to develop higher order thinking and learning skills in the context of subjects studied.

Five key dimensions to extend opportunity are:

- **breadth** • **depth** • **acceleration** • **independence** • **reflection**

How this provision is organised within the school

Organisation of able, gifted and talented provision must be practical and manageable.

Our agreed approaches to delivery include some of the following;

- Building enrichment and extension into existing lessons e.g. differentiation/challenge within the lesson.
- Provision of different or additional lessons/activities e.g. lunchtime clubs
- Broadening the curriculum for a pupil e.g. providing an individual research project.
- Individual work programmes e.g. Pixl Independence programme, Century Learning
- Providing access to more specialised materials and equipment e.g. subscription to journals.

- Developing/promoting appropriate links with the wider community, and providing appropriate opportunities for students to experience extension activities outside of school e.g. field trips, sporting events and musical performances.
- Differentiated home and classwork.

The nature of provision is different for the different subject areas.

Subject leaders explore ways to extend learning opportunities in their area on an ongoing basis.

6. Transition and Transfer arrangements

Relevant information is passed between teachers of different year groups and different phases. Information is usually shared at the point of transfer. Much of this information is conveyed through discussion in transition meetings both formally and informally as well as documentation.

Information may include:

- examination and/or test results
- preferred learning styles particular
- strengths and weaknesses displays of
- resourcefulness and initiative work
- covered targets for further development

7. Monitoring and evaluating the effectiveness of the plan

Monitoring is ongoing and at least termly in all year groups. The effectiveness of the policy is evaluated at the end of each academic year.

The evaluation process assesses the impact on the individual performance of students within the able, gifted and talented cohort as well as the impact on the school as a whole including staff and other students.

APPENDIX 1

CHARACTERISTICS TO LOOK FOR

Gifted and talented students are a diverse group and their range of attainment will be varied.

However, they are more likely than most students to

- think quickly and accurately
- work systematically
- generate creative working solutions
- work flexibly, processing unfamiliar information and applying knowledge, experience and insight to unfamiliar situations
- communicate their thoughts and ideas well
- be determined and interested in uncovering patterns
- achieve, or show potential, in a wide range of contexts
- be particularly creative
- show great sensitivity or empathy
- demonstrate particular physical dexterity or skill
- make sound judgements
- be outstanding leaders or team members
- be fascinated by, or passionate about, a particular subject or aspect of the curriculum
- demonstrate high levels of attainment across a range of subjects or within a particular subject or aspects of work