

Longdean School



Able Gifted and Talented Policy

Reviewed: Autumn 2017
Ratified: September 2017
Next Review **UNDER REVIEW**

Able, Gifted and Talented Policy

Policy Statement:

At Longdean School, we believe that all students are entitled to an education that will enable them to develop their full potential, be that intellectual, physical, creative, emotional, spiritual or social. All students have individual needs, which put personalised learning at the heart of our teaching and learning.

Longdean School is committed to providing a challenging curriculum for all of its students. In addition we will provide opportunities to identify and in turn nurture those who are more able and their abilities.

The Longdean Able Gifted & Talented policy is therefore fully integral to our School Vision Statement as follows:

‘I am proud of who I am and what I have achieved today’

The aims of this policy are to:

1. successfully identify the able, gifted & talented cohort
2. ensure that Longdean offers a wide range of opportunities and a high level of challenge to all
3. help able, gifted and talented students to develop their skills and achievement to the highest possible levels
4. support and enhance the teaching and learning that takes place in the classrooms and away from School
5. create and promote an ethos that values high achievement across the school

Definition:

Gifted and talented children are those who have one or more abilities developed (or have the potential to develop these abilities) to a level significantly ahead of their year group. Longdean has adopted the following definitions:

Exceptionally Able:

Demonstrating exceptionally high academic ability or potential in many different subject areas (i.e. lots of subjects have identified them as gifted/ talented) and/or have exceptionally high cognitive ability test scores.

Able:

Demonstrating very high academic ability or potential in many different subject areas (i.e. lots of subjects have identified them as gifted/ talented) and/or have very high cognitive ability test scores.

Gifted:

Demonstrating exceptionally high ability, potential or attainment in a single subject.

Talented:

Demonstrating exceptionally high ability in one or more sport, creative or practical subject

Identification Criteria for students:

The quality of the school curriculum and programmes should enable the outstanding abilities of students to emerge and be recognized. However, no one method of identification can be entirely accurate since specific subject criteria will develop. The following processes allow for initial identification of AG&T students:

Identification Criteria for Exceptionally Able Students

At KS3 a student can be identified as exceptionally able if they meet one of these criteria

Attained level 6c in all English and Maths SATs papers at the end of KS2 or the numerical equivalent from September 2016

A Cognitive Ability Test score of 129+ in two areas (verbal, non-verbal, quantitative or spatial reasoning) with a mean score of at least 125 in all four batteries

At KS4 a student can be identified as exceptionally able if they have:

Attained level 6c in all English and Maths SATs papers at the end of KS2 or the numerical equivalent from September 2016

A CAT score of 129+ in one area (verbal, non-verbal, quantitative or spatial reasoning) with a mean score of more than 125 in all four batteries

Attained an A* grade in an academic GCSE option subject

At KS5 a student can be identified as exceptionally able if they have:

A GCSE point score of 62+ in their top eight subjects (where A* = 8, A = 7 etc.)

Identified as gifted in all subjects studied at the start of Year 13

Identification Criteria for Able Students

At KS3 a student can be identified as able if they have:

Attained level 5a in all English and Maths SATs papers at the end of KS2 or the numerical equivalent from September 2016

A Cognitive Ability Test score of 129+ in one area (verbal, non-verbal, quantitative or spatial reasoning) with a mean score of at least 120 in all four batteries

At KS4 a student can be identified as able if they have:

Attained level 5a in all English and Maths SATs papers at the end of KS2 or the numerical equivalent from September 2016

A Cognitive Ability Test score of 129+ in one area (verbal, non-verbal, quantitative or spatial reasoning) with a mean score of at least 120 in all four batteries

Obtained an A grade in an academic GCSE option subject

At KS5 a student can be identified as able if they have:

A GCSE point score of 58+ in their top eight subjects (where A* = 8, A = 7 etc.)

Identified as gifted in two subjects studied at the start of Year 13

Identification Criteria for Gifted Students

At KS3 a student can be identified as gifted if they have:

Achieved an end of year attainment level that was significantly beyond that expected of students within that year group. The attainment levels used to identify students as gifted in a specific subject area are stated in each department's subject identification criteria.

At KS4 a student can be identified as gifted if they have:

Achieved an end of KS3 attainment level that was significantly beyond that expected of students within this key stage. The attainment levels used to identify students as gifted in a specific subject area are stated in each department's subject identification criteria.

At KS5 a student can be identified as gifted if they have:

Achieved an A* at GCSE in a subject they are studying at AS level.

Working at or achieving an A grade in all units at the end of Year 12

Identification Criteria for Talented Students

At KS3, KS4 or KS5 a student can be identified as talented if they display:

Creative, practical or sporting talent that is significantly beyond the level expected of students

within their cohort.

(NB. These departments draw up their own criteria for how they will judge this.)

Strategies used to identify Able, Gifted and Talented Students

Able and Exceptionally Able students will be identified by the school when their CAT and SAT scores become available at the end of the summer term of Year 6.

Gifted and Talented students will be identified in each subject area during the autumn term from Year 8 onwards (i.e. no-one in Yr 7 is “gifted” or “talented” – subject registers for Gifted and Talented students will run from January to December and will be subject to review on an annual basis.

The use of the criteria outlined below will typically lead to the identification of approximately 10% of each year group as being able learners – the % of students identified as gifted and talented learners will, however, fluctuate between subjects.

Whole School Provision for Able, Gifted & Talented Students

- Extension activities to stretch and challenge students in lessons.
- Differentiated KS4 curriculum e.g. Triple GCSE Science option for students in the top Science sets at the end of KS3. Students in the top maths sets sit an additional IGCSE to prepare them for A level and students who excel in maths are able to extend their mathematical skills with a GCSE in statistics.
- Enrichment activities to develop AG&T students in their exceptional area, e.g. mentoring from University of Hertfordshire, University Visits, Speakers, National and International competitions,

e.g. National Children’s Poetry Competition (English creative writing), Rock Challenge (Talented Dance students) and National Sports Competitions.

Departmental provision:

- Enrichment and extension activities are included in lessons
- Teachers have a record of AG&T and their target in mark books
- Departmental team discuss AG&T & provision
- Register is updated and students’ progress monitored regularly
- Relevant AG&T enrichment activities
- Teachers routinely differentiate work for the top 10% in every class

Responsibilities:

1. Department AG&T coordinators

- To keep up-to-date register of AG&T students for their subject
- To inform relevant staff
- To liaise with Director of Inclusion

2. Heads of Department & Subject Teachers

- To identify students
- To inform relevant staff
- To keep up-to-date register of AG&T students for their subject
- To provide Schemes of Work that cater for AG&T students' needs
- To plan differentiated lessons with enrichment & extension activities

3. Director of Inclusion

- To monitor provision
- To keep up-to-date & disseminate AG&T register
- To monitor provision for AG&T students
- To act as point of contact and information for AG&T

Useful Websites for Parents of Able, Gifted and Talented Students:

We also had website links on our site to the following, which you can see means there are even more interventions...

www.thegrid.org.uk/learning/gifted/parents/index.shtml

www.nagcbrtain.org.uk/parents.php

www.giftltd.co.uk

This website provides information on residential and non-residential extension and master classes courses for Exceptionally Able, Gifted and Talented children.

www.literacytrust.org.uk/database/able.html#gifted

This website provides information on summer schools for gifted children, as well as links to useful organisations, publications and news updates on new educational initiatives.

Evaluation of progress:

As with all our school policies, the transfer to consistent practice across the school is of vital importance and thus we must evaluate our progress. The responsibility for the evaluation will fall to the Director of Inclusion.

Results of evaluation will be discussed annually at senior team meetings and will be shared with the governing body through the Headteacher's report.

Policy review:

Longdean policy for Gifted & Talented will be reviewed regularly, although the Full Governing Body will review it every three years.