

AGS GIFTED AND TALENTED POLICY

AIM

Our Curriculum aim is to create an environment which encourages each student to:

- challenge himself to achieve his personal best
- enjoy his learning and work effectively

We endeavour to provide for the individual, specific needs of **all** our students, including the most gifted and talented. Providing for Gifted and Talented students at AGS is a question of equity – as with all our students they have the right to an education which is suited to their particular needs and abilities.

The aim of this Gifted and Talented Policy is to ensure a consistent approach to

- the **definition** of G&T students in order to provide early identification and support
- the **identification** process of G&T students
- the **provision** for G&T students within subject areas and through extra curricular and enrichment activities
- the **responsibility** of all departments for the progress and development of G&T students
- the **monitoring** of G&T students

DEFINITION OF GIFTED AND TALENTED

Gifted and Talented are the terms applied to young people who are achieving, or who have the potential to achieve, at a level significantly beyond the rest of their peer group.

Gifted and Talented students are individuals, with their own strengths and weaknesses. A student may be very able in some areas but may be underachieving or appear on the SEN Register in recognition of behavioural, social, physical/sensory or specific learning difficulties.

Gifted describes students who have the ability to excel academically in one or more subjects.

Talented describes students who have the ability to excel in practical skills such as art and design, drama, music, dance, sport/PE and leadership.

‘All institutions are free to determine the size of their gifted and talented populations but should be able to justify them in terms of improved standards for all learners identified.’

Identifying Gifted and Talented Learners, p1 DCSF 2008

We are free, therefore, to determine the size of our gifted and talented population in the school. Focusing on the needs and attributes of our students will help us to determine the size of our G&T population. As we are a selective school taking approximately the top 25% of the cohort, we currently identify **the top 30% of each year group** as our **most able** students, from baseline tests such as MIDYIS, YELLIS, and GCSE results for the Sixth Form. Departments will identify their most gifted and talented students using subject specific criteria enabling us to produce a more accurate register of G&T students.

IDENTIFICATION

Gifted and Talented students are identified by an analysis of various sources of information including:

- prior achievement (eg GCSE results for Sixth Form students)
- baseline assessments (eg MIDYIS for KS3, YELLIS for KS4)
- teacher recommendation (based on classroom observation, subject specific criteria/assessment)
- parental input
- information/recommendation from primary school
- identification through curriculum provision/opportunities

A register of those identified will be issued each year. The register will be flexible. Departments are expected to have clear, specific criteria to identify G&T students in their curriculum area.

PROVISION

Each Department will ensure that provision for G&T students is clearly established through schemes of work and lesson plans (incorporating, for example, AFL, high order questioning, thinking skills, hypothesis, discussion, etc.) Departments will provide extension opportunities for G&T students through the use of more complex resources and materials, tackling more challenging questions and tasks, demonstrating higher levels of thinking and presenting increasingly sophisticated responses.

Occasionally, students may be fast tracked in a particular subject area, for example if a student is fluent in a language having lived abroad or is a native speaker. Early entry for the whole cohort is only offered in one curriculum area at present (Philosophy of Religion).

The following provision is currently made at AGS:

- a wide range of extra-curricular and enrichment opportunities are offered by the school, including clubs and societies, trips and educational visits, etc.
- curriculum extension within the classroom – providing breadth, pace and depth using diverse teaching methods
- differentiation
- setting in French and Mathematics
- range of subjects offered
- additional course in FSMQ/Additional Maths for top GCSE Maths sets
- preparation for Oxbridge and Russell Group universities for the brightest Sixth Formers
- House Competitions, Physics, Chemistry and Informatics Olympiads, Maths Challenge, EES, Junior Sports Leaders, Arkwright Scholarship
- use of rewards (merit marks and praise postcards)
- target setting (hard and soft)
- individual pupil tracking and monitoring of progress
- extra curricular/enrichment activities
- supportive pastoral care

RESPONSIBILITIES

G&T Coordinator

- to chair the G&T working party
- to generate and inform staff of a central register of identified G&T students
- to monitor the achievement of G&T students across the school and to ensure action is taken, such as intervention with individual students if required, praise and celebration of achievement, informing staff

- to monitor schemes of work to ensure a variety of differentiated learning and teaching strategies are used

G&T Working Party

- to develop, monitor and disseminate a whole school policy for G&T
- to share good practice and keep up to date with the latest information about supporting G&T students
- to establish and maintain a process and criteria for ongoing identification of G&T students

Heads of Department

Curriculum departments need to work out their own sets of criteria for the identification of G&T students and establish ways of planning suitably challenging learning opportunities as part of every lesson. This will involve:

- developing a departmental policy on G&T for inclusion in the department handbook/schemes of work
- establishing a process and criteria for ongoing identification of G&T students in their subject area, adhered to by all members of the department
- keeping a register of G&T students in the subject
- informing the G&T Coordinator of amendments to the central register of identified students
- monitoring the achievement and attainment of G&T students within the department and ensure appropriate action is taken, eg praise and celebration, informing staff, intervention with individual students
- continuing to develop high levels of intellectual challenge in their curriculum area
- ensuring schemes of work show differentiation and promote a variety of teaching and learning strategies
- sharing good practice and keep up to date with the latest information to support G&T students in a specific subject area
- additional stretch being provided through a combination of enrichment, extension and, occasionally, acceleration

Subject teachers

Every teacher at AGS needs to know how to recognise and teach the gifted and talented. We are the 'talent spotters', recognising the indicators of outstanding ability and providing the opportunities and support to maximise potential. We will, therefore, need to:

- ensure lesson plans and homework activities reflect departmental advice and include differentiation to meet the needs of all students
- provide students with opportunities to extend their talents and skills by including open ended, investigative or problem solving activities
- recognise that simply setting more work is not necessarily beneficial
- recognise that not all students will perform at their potential and some need more support and encouragement.
- provide opportunities for independent learning (homework!)

MONITORING

Students identified as G&T will be monitored in line with normal AGS assessment and tracking procedures. Their progress and attainment will be monitored by the G&T Coordinator and Heads of Department.

APPENDICES

General characteristics of G&T students:

Gifted and talented students will tend to:

- show a passion for particular subjects/areas of interest and seek to pursue them
- master the rules of a domain easily and transfer their insights to new problems
- analyse their own behaviour and hence use a greater range of learning strategies than others
- make connections between past and present learning
- demonstrate intellectual curiosity
- show intellectual maturity and enjoy engaging in depth with subject material
- actively and enthusiastically engage in debate and discussion on a particular subject
- produce original and creative responses to common problems
- show a tendency to question rules and authority
- have a well developed sense of humour
- demonstrate powers of concentration, stamina and self determination.

A gifted or talented student is a child of **exceptional ability** in one or more of the following areas:

- general intellectual ability
- specific academic ability
- creative/innovative thinking
- leadership/interpersonal skills
- visual and performing arts
- mechanical ingenuity
- physical/sporting skills

Recommended reading:

Effective Provision for Gifted and Talented Students in Secondary Education pub. DCSF

National Quality Standards for Gifted and Talented Education

Effective Provision for Able and Talented Children by B Teare pub. Network Continuum

Resources:

The Essential Guide to Talking with Gifted Learners JS Peterson pub. Free Spirit Publishing, suitable for PSHE, counselling, mentoring.

Challenging resources for Able, Gifted and talented Children by B Teare pub. Network Continuum, resources for English, Maths, Science, Humanities, PSHE.

More Effective Resources for AGT Children by B Teare, pub. Network Educational Press, resources for English, Maths, Science, Humanities, MFL, PSHE.

Enrichment Activities for AGT Children by B Teare pub Network Educational Press, resources for English, reading, PSHE, Maths, Humanities.

G&T Working Group June 2010.