



## **The Kingswinford School (Academy)**

### **Able, Gifted and Talented (AGT) Policy**

**Author : J Sylvester**

#### **Consultation Schedule:**

<b>To: Finance and General Purposes Committee :</b>	<b>27<sup>th</sup> January 2014</b>
<b>To: All Staff</b>	<b>28<sup>th</sup> January 2014</b>
<b>To:</b>	
<b>Feedback by email to P Guest, Clerk to the Governing Body</b>	<b>: 9.00 am 14<sup>th</sup> February 2014</b>
<b>Feedback and Policy to be considered at Finance and General Purposes Committee on</b>	<b>: 3<sup>rd</sup> March 2014</b>

### **Able, Gifted and Talented (AGT) Policy - December 2013**

*“Meeting the educational needs of the gifted and talented is about building on good general school provision, not about providing something entirely different.”* Professor Deborah Eyre, 2001.

#### **Aims**

All children have the right to a broad, balanced and relevant education which provides challenges and takes individual differences into account. At The Kingswinford School, we are committed to providing an environment that encourages all students to maximise their potential.

We aim to maintain and promote an ethos where intelligence (in a variety of forms) is promoted and supported. The Able, Gifted and Talented (AGT) / Star Student Register will include students of all ages, ethnicities and abilities. Thus, the students identified are not an elite cohort but a group of students that are broadly representative of the whole learner population in terms of gender, ethnic and socio-economic background who need to be stretched and challenged in certain areas of the curriculum.

#### **Definition of AGT Students**

AGT Students are learners with academic ability which places them significantly above average for their Year Group. The student may show exceptional qualities in all aspects of the subject or they may excel in one particular area. Some students will be capable of success across a wide range of abilities and may appear on the register for one or more subjects. To be classed as AGT at The Kingswinford School, students must not only be above average ability, but should also demonstrate task commitment and creativity in the subject of identification. If students are lacking in one of those three areas (see appendix 1) they will be placed on the Star Student Register.

#### **Identification**

Identification will take place on two levels in the school.

##### **Able, Gifted and Talented (AGT) Register**

Students across Years 7-11 will be identified by their individual class teachers in Curriculum Areas. Teachers should use the venn diagram below to help with identification (see Appendix 1). Students identified as AGT should display skills in all 3 areas. If they are missing one area, they should be identified as a Star Student. These students should be stretched and challenged by their teachers on a daily basis. Monitoring for this group will take place for KS4 in the form of tracking sheets, to be completed by both student and teacher after a discussion of the student's progress (See Appendix 2). For KS3, students will be monitored through Curriculum Areas, but will have an opportunity to showcase their talent through the KS3 AGT Projects.

There are also opportunities for parental/carers and peer nomination in this category.

Parents/carers of the students on the whole school AGT Register will be written to by the end of the Autumn Term and given advice on how to support their child.

#### Star Students Register

Using the guidelines (see Appendix 1) Curriculum Areas should identify their most able students. These students should be identified on class lists (SS). A Star Student is a student who is very able, but does not quite meet the criteria for AGT.

These students should be monitored/challenged and stretched in lessons (as set out in the Curriculum Areas' Teaching and Learning Policy).

The AGT / Star Student Registers will be updated during the Autumn Term. However this should be a continuous. Overall, identification must be fair and flexible so that it does not discriminate against particular groups. Curriculum Areas will make use of both quantitative and qualitative assessment including prior attainment and rate of progress so students are continually identified both within the school year and on a year by year basis.

Exceptionally Able Students – see Exceptionally Able Student Policy.

#### **Effective classroom provisions**

Effective classroom provisions for AGT / Star Students takes place on two levels in the school.

1. Level one is the responsibility of the subject teacher because **the key to successful provisions for more able students is the delivery of rich and stimulating lessons for all students. The most important person in this area is the subject teacher.** In order to support subject teachers each curriculum area should work on teaching and learning strategies to challenge their Most Able / Star Students. For example, Curriculum Leaders and subject teachers may wish to consider the following:
  - *extension / challenge activities for the most able*
  - *high expectations for the most able*
  - *enrichment activities beyond the classroom / curriculum.*

The school has actively aided teachers in this area by utilising the standards identified in the NACE Challenge Framework (see Appendix 3). Teachers and Teaching Assistants have been provided with opportunities to improve students' independent and personalised learning skills. Teachers and Teaching Assistants at the school have now attended CPD sessions and workshops on improving independent and personalised learning skills. The school's shared area provides a variety of resources in this area that can be altered and amended by teachers to support their practice.

2. Level two is where the curriculum provides students with opportunities to work beyond the expected standard for their age group, with out of school partners or allow them to take part in off timetable enrichment, according to interest/aptitudes. Examples include Master Class sessions, provided by local Universities.

## Appendix 1

Guidelines for identifying More Able Students:



- Baseline tests (including CATs, SATs)
- Subject tests and examinations
- Continuous assessment (including homework)
- Student self assessments
- Subject specific checklists
- Observation of classroom performance
- Information from Parents and Carers
- Information from previous teacher/ school or pre-school
- Discussion with students
- Identification by staff using professional judgements, class work and test and both formative and summative assessment results.

### Guidelines for identifying More Able Students in Arts Subjects (Art, Art and Design, Drama, Dance, Music)

- The student has shown outstanding levels of performance at school. The standard is considerably higher than expected for their age.
- The student has shown outstanding performance in vocational grade tests in Music, Dance or Drama.
- The student attends a centre or institution of excellence in music and dance.
- The student attends a junior conservatoire.
- The student is a holder of a Dance and/or Music scholarship or has received national grants.
- The student shows a passionate interest in the world of Art and Design.
- The student thinks and expresses themselves in creative, original ways, pushing the boundaries of normal processes and fully exploiting a variety of media and techniques.

### Guidelines for identifying More Able Students in Physical Education

- The student has shown outstanding levels of performance at school. The standard is considerably higher than expected for their age.
- The student has achieved a recognised level of performance. For example they may represent their District or National side in their chosen field.  
The student attends a centre or institution of excellence for their particular sport.

Appendix 2

Teacher Name		Subject		Type of Identification (please tick)	
		Form	Group	CATS	Parent
Student Name		Target level		Student	Teacher
<p><b>Description of students specialism/ expertise /Reason for identification:</b></p>					
Date/ Term	Intervention undertaken (please circle)	Impact of Intervention (Teachers perspective)		Student feedback on the intervention received	
Autumn Term	Extra Sessions _____ Extension work _____ Guest speakers _____ Independent Learning _____ Student teaching others _____ Qualification _____ Questioning _____ Other (please state) _____	How did you do it? What was the outcome?			
Spring Term	Extra Sessions _____ Extension work _____ Guest speakers _____ Independent Learning _____ Student teaching others _____ Qualifications _____ Questioning _____ Other (please state) _____	How did you do it? What was the outcome?			
Summer Term	Extra Sessions _____ Extension work _____ Guest speakers _____ Independent Learning _____ Student teaching others _____ Qualification _____ Questioning _____ Other (please state) _____	How did you do it? What was the outcome?			

Teacher Signature \_\_\_\_\_ Date \_\_\_\_\_ Student Signature \_\_\_\_\_ Date \_\_\_\_\_



Our students should be stretched by  
every teacher, every lesson, every day

### **Appendix 3**

#### **NACE CHALLENGE AWARD ELEMENTS**

##### **ELEMENT 1**

There is a whole school commitment to More Able, Gifted and Talented pupils, including a policy and action plan, leading to an ethos where high achievement is valued and success is celebrated.

##### **ELEMENT 2**

There are identification strategies and criteria for More Able, Gifted and Talented pupils.

##### **ELEMENT 3**

There are targets for improvement of the school's provision for, and performance and achievement of, More Able, Gifted and talented based on robust self-evaluation.

##### **ELEMENT 4a**

The school ensures learner entitlement is delivered through a wide range of learning opportunities, teaching approaches and organisational strategies to meet the needs of More Able, Gifted and Talented pupils.

##### **ELEMENT 4b**

The curriculum offers breadth, depth and flexibility to meet the needs of More Able, Gifted and Talented pupils.

##### **ELEMENT 4c**

The provision addresses the pastoral care of More Able, Gifted and Talented pupils including learning needs and their access to independent information and guidance.

##### **ELEMENT 5**

There are regular reviews to identify and support underachieving and disadvantaged More Able, Gifted and Talented pupils.

##### **ELEMENT 6**

There is a commitment to improve the skills of all staff in the school to achieve excellence in meeting the needs of More Able, Gifted and talented pupils.

##### **ELEMENT 7**

The school has programmes to support exceptionally More Able, Gifted and talented pupils (top 2% nationally)

##### **ELEMENT 8**

The school has a range of appropriate resources, including ICT, to meet the needs of More Able, Gifted and Talented pupils.

##### **ELEMENT 9a**

The school listens to and takes account of the views of More Able, Gifted and Talented pupils and encourages them to take responsibility for their own learning.



*Our students should be stretched by  
every teacher, every lesson, every day*

**ELEMENT 9b**

The schools listens to and takes account of the views of parents/carers of More Able, Gifted and talented pupils, keeping them informed and encouraging them to take responsibility for supporting their child's learning at school.

**ELEMENT 9c**

The school works with partners and stakeholders including other education providers, business and community partners to enhance the provision for More Able, Gifted and Talented pupils.

**ELEMENT 10**

There is a highly effective quality assurance framework for monitoring the action plan and assessing the effectiveness of the school's policy for More Able, Gifted and Talented.