



Kingsdown School

Able Gifted & Talented Policy (AGAT)

Lead Teacher for Most Able– David Williams Directors for Learning taking responsibility for their areas.

Rationale

At Kingsdown School we will be continuing to develop our provision for our Most Able students during the course of the school year. We believe that our prime task is to create a curriculum of opportunity; this means creating the most appropriate learning environment so that all students can progress as far as they can. To achieve this we aim to create the widest possible variety of learning opportunities which recognise the different individual learning needs of all of our students: different learning rates, different learning styles, different interests and different abilities.

Developing provision for our Most Able students is an important aspect of our provision to meet the needs for all of our students.

Aims

We aim to ensure the following provision for the Most Able students in our care:

- Access to a range of learning opportunities appropriate to their needs
- Opportunities to work at higher cognitive levels
- Opportunities to develop specific skills, talents or intellectual abilities
- A concern for the development of the whole child; social, moral, spiritual as well as intellectual.
- High aspirational targets will be set for able, gifted and talented students.

Definition of the Able, Gifted and Talented

- Gifted learners are those who are "Most Able" in school "academic" subjects.
- Talented learners are those who have abilities in Art, Design Technology, Music, PE, Dance and Drama.
- Each department in the school is working towards identifying its Most Able.

The DfE defines;

- Gifted students as Most Able academically.
- Talented students as Most Able artistically and in performance.

Not all of our Most Able learners will be easily identifiable as the obvious achievers. Such students can be covered by areas including those that show: leadership qualities; a capacity for creative thought or high level practical skills alongside academic achievement. It is important to remember that some of our Most Able students may also be on the SEN register.



General Overall Approach

It is our intention at Kingsdown School to provide a broad, balanced, curriculum and support to enable each student who has been identified as Most Able to reach their full potential. We see this as an opportunity to enhance students learning and motivation.

We believe that a consistent approach is important. Every department is aware that the Most Able student has as much need for differentiated work as any other student.

Each department has been asked to consider their provision for the Most Able cohort at departmental meetings and are to include a statement of intent or separate policy for the Most Able which is to be included in their departmental handbook. Also, all Schemes of Work are regularly revised to include thorough differentiation to cater for all levels of ability, and to include open ended challenging tasks and learning to learn objectives. All lessons should now have Core, Challenge and Super Challenge learning outcomes.

Identification of Able, Gifted and Talented Students

At Kingsdown School we will attempt to use as many of the following methods in order to identify the Most Able students. (We will try to be flexible in our approach and always consider the abilities of the individual):

- Staff and Faculty Leader nominations using experience of working with students. A list of identification factors have been sent to each department for their reference. Each department has a clear identification process consisting of selected criteria that are most relevant to their subject area.
- Information provided by the feeder schools.
- A register of our Most Able students is on the secure staff page of the school website) (KEN) and there are links to Simms.
- Mean CAT scores (a score of above 120).
- SAT information.
- Expected GCSE grades.
- Reading age.
- Assessment Data Management tools – SISRA.
- High IQ, tested through class activities.

Departments will identify their Most Able students in Year 7 and pass on their judgement to the Lead Teacher for AGAT provision by December of each year. The departments will also be asked to review who the Most Able students are in their subject in June/July each year, taking into account work patterns and achievements throughout the year and examination results.

Monitoring of our Most Able students will be reviewed yearly following each year group's school or national examinations by all subject staff, Heads of department and Year Leaders. Students who are causing concern, or are not progressing as well as they should be, will be picked up on by the faculty leaders and the Lead Teacher for Most Able provision, and a necessary course of action will be agreed upon. Academic mentoring and discussions have proved worthwhile.

We will provide ongoing staff development to enable members of staff to identify students and keep up to date with latest developments.

Grouping Arrangements



Throughout the normal school day students on the Most Able register will on most occasions work within the normal lessons. Other activities and extension lessons for early exams, school competitions and team building activities may also be included both within and outside of the normal timetable.

We hope to present opportunities for them to work with their intellectual peers to allow challenge and the sharing of good practice to take place.

At Kingsdown School it is a long term aim to provide a paired mentoring system between older and younger able, gifted and talented students in order for the younger to benefit from the experience of the elder, and for older students to gain experience of supporting other students which it is hoped will help raise their own confidence and interpersonal skills.

The School's role and responsibility in relation to our Most Able students:

- Kingsdown School will provide the Most Able students with their full entitlement to the National Curriculum. In addition Kingsdown School hopes to provide access to curriculum enhancement in both National Curriculum areas and, where appropriate, outside.
- During certain periods of the academic year Kingsdown School may modify certain students' timetables allowing them the opportunity to work with their intellectual peers during normal lesson time.
- Kingsdown will aim to provide opportunities, where appropriate, for strategies to be developed for our Most Able students to take higher level examinations or courses, if GCSE has been achieved early.
- The school prepwork policy will be used with all students although staff are encouraged to provide differentiated prep work for our Most Able students. This will be used as a vehicle to provide more open-ended challenge activities.
- Targets will be revised for the Most Able students, where appropriate.

The Director of Learning and Faculty Leader's roles and responsibilities in relation to our Most Able students:

- Directors of Learning are responsible for ensuring that appropriate provision is made for the Most Able students in their faculties.
- An audit of the provision for access to a range of learning opportunities appropriate to the needs of our Most Able students will be carried out annually by Directors of Learning for their faculties.
- Directors of Learning and Subject leaders should liaise with their team in order to compile a list of names of the Most Able or talented students in their subject area. The list should be passed on to the lead teacher for Most Able, gifted and talented students.
- Directors of Learning and Subject leaders should have an up to date register of their Most Able students in each year group. Schemes of work should be developed which contain suitable enrichment and extension work and corresponding resources.



The subject teachers' roles and responsibilities in relation to the Most Able students:

- Subject teachers will be responsible for the identification of Most Able students and the provision of challenging and purposeful differentiated tasks.
- Set prepwork tasks (e.g. students to pursue their own line of enquiry/alternative methods of presentation).
- To provide a variety of tasks offering choice and negotiation with individual students as to which tasks match their interests, aptitudes and will extend or develop them.
- Opportunities for small groups of like-minded students to work together on a range of different aspects of a topic.
- Opportunities for individual AGAT students to pursue their own interests in a subject.
- Provide key questions designed to encourage analysis, hypothesis, synthesis and evaluation.

Ensuring rapid progress will also be developed through:

- Teacher interventions.
- Teacher feedback on students' work designed to challenge and extend: verbal and written.

The Leader Teacher of Able, Gifted and Talented roles and responsibilities in relation to the Most Able students:

- To write and review the Most Able, gifted and talented school policy.
- To annually compile and update the central register for each year group.
- The lead teacher for Most Able to coordinate and inform Directors of Learning and Subject Leaders regarding suitable websites, recent publications, resources available and each term's enrichment courses.
- Apply for students to attend the enrichment courses or other suitable master classes.
- To resource the school library with suitable materials for the Most Able students.
- To liaise with feeder schools and to pass on any relevant information to Directors of Learning and Faculty Leaders and Year Leaders.
- To provide in service training to individual members of staff and on inset days.
- Enter students for competitions.
- Arrange for visitors to come in and speak, or students to go on appropriate visits.
- Offer team building and learning to learn activities/seminars to the Most Able students.
- Mentoring for students who are under-achieving or require support.

Provision

Most Able students should be offered support, challenge and opportunities to excel in all areas of school life. At Kingsdown School we believe a curriculum of opportunity celebrating achievement and talent is available. Provision of an extensive range of classroom activities will enable students to demonstrate their skills and talents. Opportunities for curriculum **enrichment** (adding breadth) and **extension** (adding depth) should be written into schemes of work.



The needs of our Most Able students should be taken into account when we:

- Differentiate in lessons (e.g. learning objectives, plenary/alternative activities rather than extra tasks).
- Set prepwork tasks (e.g. students to pursue their own line of enquiry/alternative methods of presentation).
- Enable students to work with others of like ability.
- Offer opportunities for independent learning.
- Include challenging independent learning activities for the Most Able students to access.
- Plan activities to develop higher order thinking skills.
- Use higher order questioning techniques and open-ended tasks.
- Enter students for competitions.
- Arrange for visitors to come in and speak, or students to go on appropriate visits.
- Provide out of class extension through after school clubs or liaison with other local schools.
- Nominate students for suitable enrichment courses as they become available.

Pastoral Care

At Kingsdown School we feel that it is important to offer opportunity and raise aspirations, without pressure. Our school needs to take account at all times that we deal with whole people, with complex needs. Referral to the pastoral team must be regarded as a strong option when dealing with our Most Able students as they may require a high level of support.

We are aware that identification as an Most Able, gifted or talented student may lead to peer problems, and therefore must be open to strategies to inform the other students of what the programme entails.

Process for review and development

The school's developing provision will be reviewed in June/July as follows:

- Staff will keep the Lead Teacher for Most Able informed of developments in their subject for the provision of AGAT students.
- The Lead Teacher for Most Able students attends local authority meetings for AGAT students and will consider the ideas for development disseminated at these meetings.
- An audit of the provision for access to a range of learning opportunities appropriate to the needs of our Most Able students will be carried out annually by Directors of Learning.
- The Lead Teacher will disseminate information regularly for whole staff use and work with individual teachers to develop their practice with Most Able students and the production of resources.
- Departmental schemes of work will be reviewed for the provision of opportunities for work at higher cognitive levels by heads of department as part of their monitoring process.
- Opportunities to develop our Most Able Students' specific skills, talents and intellectual abilities will be identified through existing schemes of work and students' work, and through teacher feedback and regular audits – all of which will be co-ordinated by the Lead Teacher for Most Able Provision.



Conclusion

By these means, an evaluation of current provision will be made and strategies formulated for future development.

At all times, the well-being of the individual student belonging to the cohort must be paramount: the key concept of the Most Able programme must be to provide students with the opportunity to excel and fulfil their true potential without over-burdening the students or applying unnecessary pressure.

The Most Able programme will have an impact upon the learning outcomes of students.

Other students, not belonging to the cohort, will be motivated and inspired to achieve through the acknowledgement of the Most Able through celebrated academic and creative achievement and through greater challenge evident in all lessons.

Signed : 
W Conaghan
Headteacher

Date: 11th July 2016

Signed : 
M Blackwell
Chair of Governors

Date: 11th July 2016