



Able, Gifted and Talented (AG&T) Policy

January 2018 (for review July 2018)

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1. Whole School Philosophy and Aims

- ECS aims to support the learning of *all* students. Students with particular gifts and talents must be recognised and helped to reach their full potential – intellectually, emotionally, aesthetically, socially and physically. We are working to provide a challenging and stimulating learning environment for all, which offers the opportunities for students to shine and develop an enthusiasm for lifelong learning.
- Identification of the particular gifts and talents of students allows us to target opportunities wisely. However, provision is not targeted at a small percentage of students who are outstanding in *all* areas, but includes a much larger group of children who have particular strengths and/or interests in specific areas. We aim to maximise opportunities for all members of our community.
- We do not intend to neglect the needs and interests of less able students. Enriching lessons and activities to target the AG&T cohort may also raise expectations more generally and so benefits all students.
- We aim to celebrate achievement and create an ethos where it is okay to be bright and enthusiastic.
- All students with identified gifts and talents in particular subjects should achieve at least their Target Grades in those subjects and preferably their Challenge Grades (Target Grade +1). One important measure of our success is the yearly RaiseOnline / ASP School Performance Summary report. Our aim is for all performance measures in this report to show that our students are performing at least as well as similar students nationally.

2. AG&T Students - Definitions for Identification

A **gifted** student is one who demonstrates a higher level of ability than most students in their cohort in one or more 'academic' curriculum areas (i.e. subjects with high levels of literacy and/or numeracy content). LA guidelines suggest that the 'gifted' cohort should represent approximately 7% of the year group.

A **talented** student is one who shows marked aptitude in any of the physical, artistic, creative, musical or performance areas. LA guidelines suggest that the 'talented' cohort should represent approximately 3% of the year group.

We define a '**generally able**' student as one who exhibits a higher level of ability than most students in their cohort in a wide range of subjects. These abilities often appear as 'academic', relying on confidence in literacy and numeracy.

We define an '**exceptionally able**' student as one who exhibits performance, interest and ability beyond that displayed by able, gifted or talented students. Guidelines suggest this cohort should be only 3% nationally. It is therefore possible that no student of exceptional ability will be identified in a year group or key stage at any one point in the school's identification calendar.

All schools are required to identify an able, gifted and talented cohort which should comprise of the top 5-10 per cent of their students. At ECS, this cohort will be made up from the students identified as 'able' or 'gifted' and 'talented' *in several subjects* – i.e. the **generally able** and **exceptionally able** students, which together will be known as the '**AG&T tracking group**'. It is important that this group is representative of the whole school population in terms of gender, ethnicity, and socio-economic background.

AG&T underachievers are students who are failing to make the most of their abilities and capabilities. This group might include students:

- in families or peer groups with a social or cultural bias against high ability and achievement;
- with special educational needs, notably a learning disability
- who have English as a second language
- who lack motivation or have low self esteem, fear failure or will not willingly rise to the challenge.

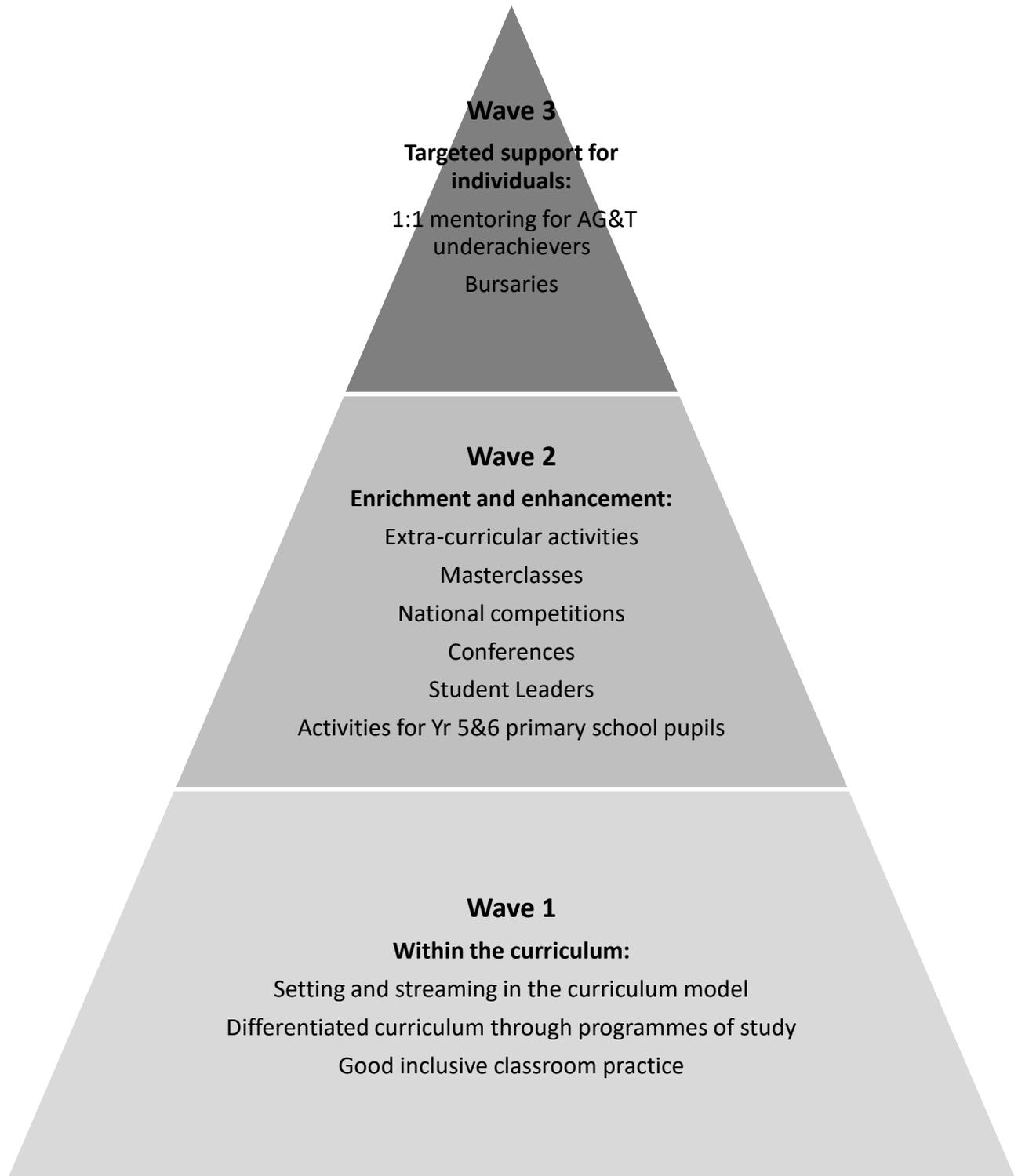
3. Identification Process

The process of identifying AG&T students will:

- be systematic and on-going; making use of both 'hard' data (e.g. SATs, CATs, exam results) and 'soft' data (e.g. teacher nomination, primary school records and nominations).
 - students with mean CATS scores of 119+ OR non verbal CATS scores of 125+ will be designated as 'generally able' students
 - students with mean CATS scores of 125+ OR 127+ in two batteries will be designated as 'exceptionally able' students
 - students with KS2 SATS results of 5b+ in English AND Maths will be designated as 'generally able' students. For the new Scaled Scores, these criteria become 110+ in Reading & Grammar (averaged) AND Maths
 - students who have been identified as gifted and/or talented in 5 or more subjects will be designated as 'generally able' students
- **produce a curriculum-wide 'AG&T Tracking Group' of 'generally able' and 'exceptionally able' students, consisting of approximately 10% of each year group.**
- produce AG&T lists and information available for teachers to access on SIMS
- involve each faculty/subject in nominating approximately 10% of each year group. However this figure will be responsive to changing cohorts.
- require the HoF (or nominated subject AG&T coordinator) to be responsible for ensuring that the appropriate number of students is nominated and that all teachers participate in the nomination process and are aware of the outcome of that process.
- result in students nominated as AG&T in a particular subject being considered for activities within the department e.g. workshops visits or additional classes
- take account of students who under perform in test situations but whose performance in lessons suggests inclusion to be appropriate. Students who have performed well in tests will not be removed from the tracking group even if classroom performance does not match the levels of ability suggested by test data. Both these groups will be regarded as potential 'AG&T underachievers' and tracked accordingly.
- ensure students nominated by a faculty/subject, but not in the AG&T tracking group, will always be considered for extension and enrichment activities in that subject.
- consider students who are particularly socially or emotionally gifted, or those with particular leadership qualities. nominated by form tutors and PL.
- Ensure that nominations are representative of the whole school population in terms of gender, ethnicity, and socio-economic background.
- consider parental contributions; parents will be asked to profile their children's strengths and to alert us to any out of school activities or interest which might qualify the child as AG&T.

4. Provision - overview

Provision will be delivered in three 'waves'. Heads of Faculty will coordinate the production of Provision Statements detailing the provision in Waves 1 and 2 in each subject within their faculty.



5. Provision - within the curriculum (Wave 1)

The school and its teachers will provide a challenging and enriched curriculum to enable the gifts and talents of students to emerge, be recognised and developed. We will have high expectations of students. Students will, in turn, support teachers by being active participants in lessons. Students must take responsibility for their own learning and take the initiative, where possible.

The emphasis will be on increasing the 'depth and breadth' of the curriculum for AG&T students rather than providing an accelerated curriculum.

The curriculum model:

Setting and streaming is used to target provision appropriately. Sets and streams are regularly reviewed and students are able to move between sets / streams at particular times of the year, depending upon performance.

- **At Key Stage 3:** (Years 7 & 8): will be streamed, with students identified as the most able (identified using CATS and KS2 SATS results and additional data from primary schools) being taught all subjects in a single class on each campus in each year (7BA, 7CA, 8BA, 8CA). English, Maths and Science will be broadly set according to ability into 3 groups (once KS2 and CATS data are available in September) in each of the four timetabled bands (u,v, x and y).
- **At Key Stage 4:** English, Maths and Science will be set according to ability into 6 groups (using KS2 and KS3 data) on each campus. AG&T students will receive IAG promoting appropriate option choices on an individual basis, emphasising EBacc combinations of subjects. Where two groups of a subject are taught in the same option block, these will be broadly set into upper and lower groups.
- **At Key Stage 5:** The Level 3 option blocks are arranged to ensure a wide range of subject combinations. AG&T students will receive IAG promoting appropriate option choices on an individual basis, promoting four A Level courses where appropriate. AG&T students may be advised to continue with 4 courses into Year 13. Where two groups of a subject are taught in the same option block, these may be broadly set into upper and lower groups.

Schemes of Learning / Programmes of Study will be required to meet the following criteria:

- be written for specific teaching groups / sets
- provide a framework on which to build sequences of lessons tailored to specific classes of students
- provide a challenging programme for students of all abilities
- contain challenge objectives and activities for each lesson
- follow National Curriculum and exam specification guidance and requirements
- have clearly defined learning outcomes / key objectives for each unit of work
- provide suggestions for differentiation and references / links to appropriate extension activities and resources.
- encourage a variety of teaching styles and a range of activities
- include periods of review and reflection which establish the need for support or extension.

Classroom teachers will:

- **plan to ensure that able, gifted and talented students have access to the highest levels and are supported to reach at least their Target Grades; have regular discussions on how to improve further so as to achieve Challenge Grades**
- **plan using prior attainment data** (SATs, teacher assessments, etc.) and information about individual students; establish, as far as possible, the prior knowledge, understanding and skills students have
- **provide extension at higher levels** which challenges higher level thinking /critical thinking and is not repetitive. Learning outcomes must provide further challenge, reflecting the breadth and depth of the subject, rather than just occupying students until others catch up
- **value a wide range of learners' interests and learning styles.** Targeted and open-ended questioning is used and challenge is a key factor in planning and delivery. Planning shows evidence of an awareness of good practice approaches in such areas as multiple intelligences
- **promote independence and autonomy**, support learners in using their initiative; direct students towards appropriate high level resources, by providing, for example, reading lists or websites
- **ensure students are able to make links** between one context and another without prompting.
- **use a variety of resources**, tasks and methods of assessment, including the appropriate use of ICT
- **engage learners in reflecting on the process of how they learn** and factors in making progress
- **provide effective formative and summative personalised feedback** for all learners to support the identification and motivation of AG&T students; AfL target-based marking used effectively, with clear directions for improvement
- **instil a culture of questioning and digging deeper** e.g. 'compare/contrast/predict/make judgement on' (not just: 'how?' 'what?' 'when?' 'why?' of Bloom's taxonomy)
- **provide opportunities for learners to take the lead**, learn independently; work on projects; make their own choices.
- **provide opportunities for learners to develop oracy**; presentation skills, public speaking and debating skills
- **encourage enquiry**; students are encouraged to ask, as well as answer, questions.
- **Ensure self and peer assessment are integral to learning situations**; students are encouraged to evaluate their work and suggest areas for improvement; develop skills in students for them to judge best/excellent work in a subject
- **use groupings within the class**: varied and flexible grouping within lessons should be used to allow AG&T students to sometimes work together and at other times take particular roles within a mixed ability group.
- **set regular, differentiated homework**; challenge and motivation are important elements in the selection of homework tasks.

6. Provision – enrichment and enhancement (Wave 2)

The school provides many extra-curricular clubs and activities, allowing for both enrichment and extension. Sports teams, music and drama clubs and many opportunities for performance are organised. Languages, art, maths and history clubs, reading groups and volunteering opportunities are also available. In addition, there are competitions (in school, local and national), masterclasses, visiting speakers, conferences and student leader opportunities. Enrichment activities provide opportunities for students to work with those of different ages, but similar interests and abilities. Heads of Faculty will coordinate the production of Provision Statements detailing the provision in Waves 1 and 2 in each subject within their faculty. The school will keep and publish a detailed log of all enrichment activities.

Supplementary Provision

Supplementary provision will be arranged, where possible, for able, gifted and talented students to interact with their peers in specific curriculum fields at higher levels than can normally be provided. Much of this will be organised by Faculties – see the subject-specific provision in section 11. Provision includes:

- Extra classes, targeted revision classes and workshops and language conversation opportunities within school, using bought-in expertise
- Involvement in competitions and events, e.g. music / drama performances, magistrates' competition, Enfield Mayor's Awards, Enfield Science & Technology Challenge and the UK Maths Challenge
- Arranging and paying for attendance at workshops and courses out of school, for example those organised by universities such as summer schools and masterclasses
- After-school clubs to enable the most able students to meet each other and engage in activities designed to stretch their skills and understanding, for example STEM Club, Strategy Games Club, Art, Photography and Textiles clubs.

Additionally, for Year 9 and 10 students the school enter approximately 20 students into the Brilliant Club programme. The Brilliant Club is an award-winning charity that exists to increase the number of pupils from under-represented backgrounds progressing to highly-selective universities by mobilising the PhD community to share its academic expertise with state schools. www.thebrilliantclub.org/

7. Provision - support for individual students (Wave 3)

Mentoring for AG&T underachievers

AG&T underachievers can be split into two categories:

- students who underperform in test situations but whose performance in lessons suggests that they are 'able', 'gifted' or 'talented'
- students who have performed well in tests but whose classroom performance does not match the levels of ability suggested by the test data.

The following behaviours are indicators to be used when identifying AG&T underachievers:

- Bored and restless with flashes of brilliance or interest
- High quality oral work but poor written work and vice versa
- Poor test results but asks searching questions
- Dislike of routine work – often unfinished
- Creative interests or hobbies outside school but not reflected inside school
- Disruptive behaviour in some lessons but not in others where work is challenging
- Low self esteem or highly self critical
- Hostile to authority and able to articulate this
- High Non Verbal CAT score but lower average CAT score

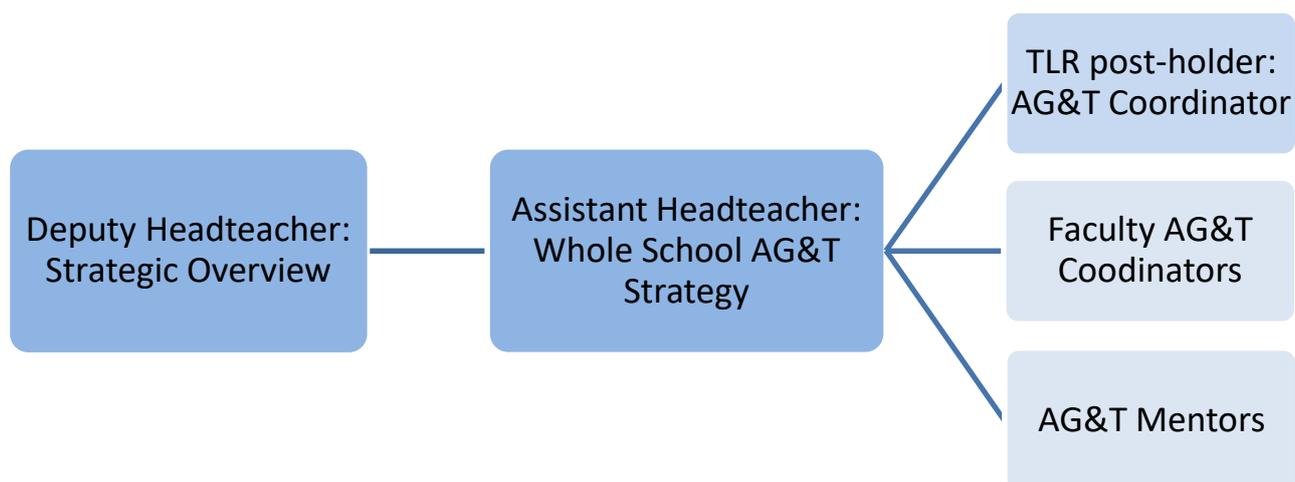
All students identified as being AG&T underachievers will be allocated a mentor, with parental consent, and be encouraged to start keeping a Learning Journal to record their progress, learning, experiences and reflections. The mentor will usually be a teacher with a position of responsibility in the school. However, the mentoring team needs to consist of staff with a wide range of experience, skills and subject knowledge. Therefore, all staff interested in becoming an AG&T mentor will be considered, along with external mentors from local businesses and other educational institutions.

The mentoring programme will consist of additional mentoring sessions (during each mentoring week) at which issues such as the following could be discussed:

- Progress and achievement
- Behaviour, effort and motivation
- Target setting
- Wider reading / cultural activities
- Involvement in extra-curricular activities
- Involvement in leadership and student voice activities
- Future pathways: higher education; careers

Bursaries: Students in the AG&T tracking group, or who are exceptionally gifted or talented will be able to apply for a bursary to financially support their learning needs. Our aim is to offer financial assistance to the parents/carers of students on the Able, Gifted and Talented Register who would not otherwise be able to afford some of the opportunities available. Further information for parents and the application form are available via the school website. Each application will be considered on its own merits.

8. Staffing Structure



Roles and Responsibilities

Assistant Headteacher responsible for Whole School Able Gifted and Talented Strategy

The postholder will be a member of the Leadership Team and be responsible for leading, developing and coordinating AG&T policy and the monitoring, evaluation and review of the school's provision. The postholder will work closely with Heads of Faculty and will line-manage the school's AG&T Coordinator. The postholder will be line-managed by a Deputy Headteacher.

AG&T Coordinator

Is responsible for:

- Supporting the AHT in maintaining and updating the AG&T lists through discussions with HoFs
- keeping a log of all AG&T extra-curricular activities
- distributing literature relating to LA AG&T provision to faculties
- Promotes AG&T activities in the staff bulletin, newsletter and website
- coordinating the Brilliant Club programme

Faculty AG&T coordinators

Each faculty will have a member of staff responsible for:

- maintaining the lists of students who are considered to have gifts or talents
- ensuring schemes of work / programmes of study provide appropriate challenge
- ensuring appropriate resources are available for AG&T students
- coordinating the faculty's / subject's AG&T enrichment provision

AG&T mentors

See mentoring in section 7.

9. Monitoring and Evaluation

The progress of AG&T students will be tracked to ensure expected (or better) progress is being made, i.e. that students are predicted to achieve their Target Grades or Challenge Grades in all subjects.

Underachievement will be identified in the following ways:

- Subject teachers will keep records of student progress and will target appropriate interventions should attainment levels fall in any one subject
- Heads of Faculty will monitor progress through the use of assessment data after each Data Window and through work scrutiny, lesson observations and student focus interviews. They will support subject teachers in their efforts to differentiate to meet the needs of more able students
- Tutors will monitor attainment through mentoring interviews following each Data Window
- PL will track student progress and will intervene if students fail to meet expected standards. This will be evident in assessment data from Data Windows and behaviour records. They will liaise with Heads of Faculty to address issues of subject specific underachievement.
- The AG&T Strategic Leader (a member of the Leadership Team) will monitor progress through the use of assessment data after each Data Window. They will support Heads of Faculty and Heads of House in their efforts to promote the progress and needs of AG&T students. See section 11.

Date	Monitoring and evaluation task	By whom
Sept	Achievement of AG&T students in summer exams analysed. Feeds into school exam report, Faculty exam reports and Faculty Report Cards	LT, HoFs
Oct	Gifted and Talented lists updated. Year 7 parents informed.	HoFs, AG&T Coord
Nov	Progress of AG&T students monitored following Data Window 1	HoFs, tutors, LT & PL
Jan	Progress of AG&T students monitored following Data Window 2	HoFs, tutors, LT & PL
Mar	Progress of AG&T students monitored following Data Window 3	HoFs, tutors, LT & PL
July	Progress of AG&T students monitored following Data Window 4	HoFs, tutors, LT & PL
July	AG&T Policy reviewed and revised AG&T provision and resources reviewed and updated	AHT/DHT & LT HoFs & AG&T Coord

10. Parents and Communication

The AG&T programme will be a three-way partnership at all times. Parents will be informed that CATS data, SATS data and staff recommendations have placed their children within the AG&T cohort ('tracking group') and given details of the school's approach towards Gifted and Talented students and the enrichment programme.

Parents of Year 7 students who have been allocated to the AG&T tracking group will be informed in writing by January at the latest.

Year 7 students who have been allocated to the AG&T tracking group, and their parents, will be invited to a AG&T information event. This is an opportunity for:

- explain what it means to be in the AG&T tracking group
- outline key points of this AG&T policy
- promote the school's provision, both in lessons and extra-curricular / enrichment
- discuss expectations and targets for AG&T students
- explain how parents can support their child's progress
- parents and students to ask questions about the school's approach

Occasionally, it is possible that parents will not wish their child to be part of the programme and will inform the school of their decision.

The school will publish the following on the school website:

- This policy document
- Faculty provision statements for each subject
- News regarding recent and upcoming events

11. Other documentation

See below for:

- the ECS AG&T Faculty Provision Statement template
- AG&T data analysis template for class teachers

ECS AG&T Faculty Provision Statement 2017-18

Subject:	Faculty:	Teacher i/c AG&T:
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Philosophy and Definition of a 'gifted' / 'talented' student:

Teaching and learning strategies: <ul style="list-style-type: none">• Setting arrangements• Schemes of work• Differentiation• Teaching approaches / activities	AG&T Resources audit: <ul style="list-style-type: none">• Textbooks• ICT resources• Websites• Other materials	ECS extra-curricular activities: <ul style="list-style-type: none">• After-school / lunchtime clubs• Competitions• Educational visits• Masterclasses
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AG&T Data analysis Teacher Number of AG&T students: Number of students on track to meet TG: Number of students on track to meet CG:	Class code
Questions to consider	Responses
Who are the AG&T students that are underachieving in your class?	
What have you done so far to address this?	
Which students are achieving their target grade and how could they be boosted to achieve their challenge grade?	
What are the issues in your class that need to be addressed?	
Who are your target students and why?	
What are your next steps?	