



ABLE, GIFTED AND TALENTED POLICY

This Policy includes the Junior School and Senior School

Links to other policies:

SEN Policy; Curriculum & Assessment Policy; Gifted and Talented Handbook

AIMS

At Moorland School we believe that all children are entitled to an education that will enable them to develop their full potential, be that intellectual, physical, aesthetic, creative, emotional, spiritual or social; finding appropriate challenge in our learning environment.

All students have individual needs, which put personalised learning at the heart of our and learning and teaching. Moorland School is committed to providing an equality of challenge for all students and an inspiring education for life.

Inspiring Values for Life

- Vision, values, culture and ethos are shared by the whole School community.
- Students are happy, secure, and confident and valued for their individuality.
- Students develop spiritual and moral values, self-discipline, responsibility, resilience and respect for themselves, others and the environment.
- Staff who are energetic, passionate about their subject and committed to the value of an all-round education.

Inspiring Learning for Life

- Students achieve their academic potential through outstanding teaching which is forward-looking, encourages independent thinking and lays the foundations for lifelong learning.
- Staff continue to develop in their roles through high quality support, guidance and on-going training.
- First-rate facilities and an inspirational learning environment support the philosophy and aims of the School.
- Regular and robust self-evaluation and collective review ensures that the whole School is a learning organisation.

Inspiring Interests for Life

- The curriculum is broad and balanced, offering rich and varied opportunities for the development of academic interest and intellectual curiosity.
- The co-curriculum offers a wide range of enriching, enjoyable and challenging activities, which stimulate and develop the interests of each child, and promote a healthy lifestyle.

General Rationale

At Moorland School, we aim to provide entitlement to:

- Lessons that stimulate, engage, challenge, inform, excite or encourage through partnership and dialogue with teachers and other students, and active participation in the lesson.
- Courses that lead to examinations and accreditation.
- Staff commitment and training to develop students' full potential at all times.
- Skilled, organised and informed teachers who have a perspective and understanding of whole school needs, problems and policies, especially those concerning issues related to those students identified as AG&T.
- An entitlement beyond subject teaching, including preparation for adult life and preparation for the world of work. This should include extra-curricular activity, personal and social education, careers guidance and in some circumstances, counselling, visits to local industry, enrichment and enterprise, work experience and community service.

Links to other policies

This policy applies to all members of our school community, including boarders and those in our Junior setting.

Moorland School is fully committed to ensuring that the application of this Able, Gifted and Talented policy is non-discriminatory in line with the UK Equality Act (2010). Further details are available in the school's Equal Opportunity Policy document. Moorland School seeks to implement this policy through adherence to the procedures set out in the rest of this document.

DEFINITIONS

Able pupils

'Able pupils' refers to pupils who achieve, or have the ability to achieve, above average (compared with the attainment of other students in their year group at Moorland School) in one or more of the National Curriculum subjects.

Gifted pupils

'Gifted pupils' refers to pupils who achieve, or have the ability to achieve, **significantly** above average (compared with the attainment of other pupils in their year group at Moorland School) in one or more of the National Curriculum subjects other than art, technology, performing arts or physical education.

Talented pupils

Talented refers to those students who achieve, or have the ability to achieve, **significantly** above average in art, technology, performing arts, physical education or in areas requiring visio-spatial skills or practical abilities (these could include a range of non-traditional areas) compared with the attainment of other students in their year group at Moorland School.

According to Renzulli (1986) giftedness not only involves above average ability but also involves task commitment and creativity. Task commitment and creativity have been included for the following reasons:

- To let students know that there is more to being on the Able, Gifted and Talented register than high achievement in test scores. Commitment and application of ability is also required. To help curriculum areas to identify those pupils who have the potential to be highly productive and not just the pupils who come in with high target grades.
- To raise awareness of the fact that provision for the Able, Gifted and Talented also needs to encourage task commitment and creativity.

Pupils with high task commitment might show the following:

- The capacity for high levels of interest, enthusiasm, fascination and involvement in a particular problem, area of study, or form of human expression.
- The capacity for perseverance, endurance, determination, hard work, and dedicated practice. Setting high standards for one's work; maintaining openness to self and external criticism; developing an aesthetic sense of taste, quality, and excellence about one's own work and the work of others.

Pupils with high creativity might show the following:

- Fluency, flexibility, and originality of thought.
- Openness to experience; receptive to that which is new and different (even irrational) in thoughts, actions, and products of oneself and others.
- Curious, speculative, adventurous, and "mentally playful"; willing to take risk in thought and action, even to the point of being uninhibited.
- Sensitivity to detail and aesthetic characteristics of ideas and things.
- Willingness to act on and react to external stimulation and one's own ideas and feelings.

Identification

Able, Gifted and Talented students are identified by making a judgement based on an analysis of various sources of information, including:

- Teacher nomination (based on classroom observation, work scrutiny)
- Checklist of characteristics – generic and subject specific
- Examination results (GCSE, A level)
- Test scores (CAT, MidYIS, Yellis)

This information is collated by the Headteacher and Coordinator of the Gifted and Talented Programme and is made available to all staff. The register details the subjects for which students have been identified as "Gifted" or "Talented", and additionally records those students who have been identified as being in the top 2% nationally as indicated by the CAT/MidYIS/Yellis scores.

Additional Methods of Identification

If at any point a pupil is recommended as being Able, Gifted and Talented, then it will be the responsibility of the Gifted and Talented Coordinator to investigate this. This may be done using the following methods:

- Discussion with the pupil
- Discussion with relevant staff, (teachers, form tutors) to include test data and examination of pupil's work where relevant

Staff will use the AG&T register to identify students and provide appropriate provision for them in lessons. Towards the end of each academic year each department will be asked to review the lists of their AG&T pupils for each year group. At this point the following options are possible:

- Pupils currently on the register remain on the register (no evidence required)
- Pupils who have consistently met the departmental criteria could be added to the register (no evidence required)

- Pupils could be removed from the departmental registers if they have failed to meet the departmental criteria (departments must give brief reasons to the Gifted and Talented Coordinator for this in writing. The reasons could include: behaviour concerns, homework concerns, effort concerns, absence, attainment concerns and must include any intervention that has been put in place).

This information will then be used to form the AG&T register for the following year.

Provision: in-class approach

Strategies include:

- The coherent management of pupil groupings (whether in mixed ability groups or ability sets) and recognition that whilst there may be a higher concentration of able, gifted and talented pupils in some groups there will be pupils who have gifts and talents in all groups.
- The provision of enrichment/extension activities and tasks.
- The provision of opportunities for able, gifted and talented pupils to work with pupils of similar ability. This will mean that it is appropriate for pupils to work with older pupils occasionally.
- Differentiation within curriculum areas, including on occasions, differentiated homework/independent study.
- The development of independent learning by allowing pupils to organise their own work, to carry out tasks unaided, evaluate their work and become self-critical (5Rs).
- Mentoring, with particular emphasis on those able, gifted and talented students who are deemed to be under-achieving.

Provision: out-of-class activities

The following are offered on a regular basis and, although these benefit all students, they are particularly apt for ensuring that students who have potential in these areas are given opportunities to practice and extend their skills:

- Challenge days, such as cross-curricular initiatives.
- AG&T trips
- The encouragement of pupils to enter local and national events, including residential courses and competitions.
- Enrichment and Co-curricular programme – some will be by invitation only specifically for Able, Gifted and Talented pupils
- Musical concerts, Drama workshops and performances.
- Sporting competitions and elite training activities.
- Master-classes and conferences.
- Visiting Speakers.
- Networking with link schools.

Responsibility

With support from the SLT the AG&T Co-ordinator will have responsibility :

- to gather names of identified students from all areas.
- to prepare a register of the top 5-10% of each cohort year.
- to categorize this information in a way agreed with the senior management team and to communicate back to heads of department.
- ensuring the policy is implemented.
- co-ordinating the monitoring of progress.
- ensuring that the professional development programme includes relevant aspects of Able, Gifted and Talented provision.
- to evaluate, annually, the progress made by students and provision generally.
- to consider, annually, the list of identified students.
- to co-ordinate extra-curricular opportunities for challenge.

- to liaise closely with the Librarian with regard to providing further opportunities for stretch and challenge.

The Heads of Department will have the responsibility:

- to prepare subject specific criteria re AG & T pupils.
- to inform departmental staff of these criteria.
- to keep a record of criteria and pass on to the AG&T Coordinator.
- to identify students who meet the AG & T criteria.
- to provide schemes of work that contains enrichment/extension or differentiated material for identified students.
- to ensure that any enrichment/extension or differentiated material is being used by subject teachers.
- to be aware of AG&T pupils in their year group.
- to highlight to the G&T Coordinator pupils who seem to meet the AG&T criteria.
- to ensure that enrichment/extension opportunities are passed on and made available to identified AG&T pupils.
- to work closely with the AG&T Coordinator in keeping information of pupils on the register up to date.
- to evaluate the progress made by students and provision generally, in particular any AG&T pupil who may be underperforming.

Process for Review and Development

The list can be updated at any time but there will be a major review after the end of year exams and on receipt of updated CAT/MidYIS/Yellis data. The provision is reviewed on an annual basis in the summer term by the Coordinator of the Gifted and Talented Programme in conjunction with Heads of Department.

Departmental Resources

There is a wealth of reference material and many additional teaching resources available in the staff room and from the AG&T Coordinator. Reference material is always available for staff in specific and identifiable folders in the Staff Room. All staff are welcome to approach the AG&T Coordinator for guidance, additional information and supplementary resources.

Equal Opportunities

Every child is treated equally in trying to meet his/her individual needs.

Health and Safety

The School's Health and Safety Policies are adhered to.

Evaluation

As with all our school policies, the transfer to consistent practice across the school is of paramount importance and thus we must evaluate our progress. The responsibility for evaluation will fall to the Head Teacher who will report directly to the SLT. Results of evaluation will be discussed annually at senior team meetings.

MOORLAND JUNIOR SCHOOL PROCEDURE

According to DFE 'Gifted' and 'Talented' is defined as:-

- Able pupils
- More able pupils
- The very able
- Exceptionally able

- Gifted children
- Those with exceptional talent
- Pupils with marked aptitude

The following areas have been identified as being the main areas of ability and are based on the Howard Gardner seven intelligences. Category A includes gifted pupils and B to E pupils who are talented.

A. **Intellectual** (aspects of English, mathematics and science)

B. **Artistic and Creative** (art, design, music, drama.)

C. **Practical** (design and technology, mechanical ingenuity)

D. **Physical** (PE, sports, dance)

E. **Social** (Personal and interpersonal, leadership qualities, working with adults)

F. A pupil who could be recognised as gifted or talented but who is presently not reaching his or her full potential.

Schools should also seek to identify pupils who fit into these categories in the future (F) and who are not fulfilling their potential.

Moorland Junior School aims to:-

- raise aspirations of all pupils
- have high expectations of achievement for all pupils
- encourage greater enterprise, self-reliance and independence for all pupils

Definitions

'Gifted and talented' pupils are those pupils who achieve, or have the ability to achieve, at a level significantly in advance of the average for their year group."

Whilst the vast majority of pupils attending Moorland School are working at a '**level significantly in advance of the average for their year group**', nationally many of them would be regarded as 'able', 'very able', or 'gifted' within the state sector. At Moorland the most able 5 – 10 % of pupils attending the school would place them within the top 3% of children nationally.

'**Gifted pupils**' are those who 'have the capacity for, or demonstrate high levels of performance within an academic area.'

'**Talented pupils**' are those with a domain specific ability in a non-academic area:

- Physical talent
- Visual / performing abilities
- Mechanical ingenuity
- Outstanding leadership and social awareness
- Creativity

Characteristics of Gifted, Talented and More Able Pupils - he or she may:

- be a good all-rounder;
- be a high achiever in one specific area of his/her learning;
- be an excellent/advanced reader who shows an understanding beyond his/her chronological age;
- be articulate or verbally fluent;
- give quick intelligent verbal responses;
- possess an extensive general knowledge;
- retain/recall information with ease, which enables him/her to show rapid learning

- show a mature interest in topics outside of the curriculum;
- communicate on an adult level – perhaps avoiding their own peer group;
- have a range of interests, some of which border an obsession;
- show unusual and original responses to problem-solving activities;
- possess a high ability but have poor writing skills;
- prefer verbal to written activities;
- be logical;
- show greater independence in developing areas of interest;
- be artistic, musical or excellent at sport;
- may excel in computer technologies
- have strong considered views and opinions;
- have a lively and original imagination / sense of humour;
- be very sensitive and show a greater awareness of others;
- of high ability but with low motivation;
- focus on their own interests rather than on what is being taught;
- be socially adept;
- appear arrogant or socially inept;
- Very able with limited interpersonal skills;
- Very able with a short attention span;
- be easily bored by what they perceive as routine tasks;
- show a strong sense of leadership;
- not necessarily be well-behaved or well-liked by others;
- SEND (think of pupils on the Autistic spectrum)

It is recognised that pupils who are 'gifted' and/or 'talented' do not always demonstrate their ability. We consider that all pupils have potential and therefore are always watchful of pupils who appear to be working below their potential. Consequently, it would be our aim to identify any pupils who appear to be underperforming or underachieving in this regard.

Identification

The vast majority of pupils attending Moorland Junior School are achieving well above the national average, and the teaching is levelled accordingly. Whilst pupils who might experience difficulties within any specific subject area, are targeted and offered support in a variety of ways, this is true for those who are regarded as 'most able' through differentiation.

Teaching staff, Heads of Department and the SLT will take part in whole school discussions that are aimed to highlight pupils that would be outside the norm. The identification process will always be fair, transparent and flexible in line with the School's 'Equal Opportunities'.

Pupils at Moorland Junior School with particular strengths and weaknesses will be identified by making a judgement based on an analysis of a portfolio of sources of information including:-

- Test scores / assessment results (standardised scores; CATs; GL assessments etc)
- Teacher nomination (based on classroom observation, discussions with pupils, work scrutiny)
- Predicted assessment / exam scores
- Rate of progress including value-added data and reference to prior attainment/achievement.
- Reading ages
- Specialist teacher identification
- Attainment levels / grades (music; speech & drama; sporting)
- pupil, peer and parent / carer nomination

Children gifted in English may be identified when they:

- demonstrate high levels of fluency and originality in their conversation;
- use research skills effectively to synthesise information;

- enjoy reading and respond to a range of texts at an advanced level;
- use a wide vocabulary and enjoy working with words;
- see issues from a range of perspectives;
- possess a creative and productive mind and use advanced skills when engaged in discussion.
- Work confidently on objectives for year groups higher than their own.
- Achieve levels in end of year tests above those expected for their year group

Children gifted in Mathematics may be identified when they:

- explore a range of strategies for solving a problem;
- are naturally curious when working with numbers and investigating problems;
- see solutions quickly without needing to try a range of options;
- look beyond the question in order to hypothesise and explain;
- work flexibly and establish their own strategies;
- enjoy manipulating numbers in a variety of ways;
- Work confidently on objectives for year groups higher than their own;
- Achieve levels in end of year tests above those expected for their year group.

Provision for 'Gifted and Talented' pupils

Opportunities for extension and enrichment are built into all curriculum schemes of work and will reference how this is achieved.

It is always our aim to:-

- Maintain an ethos where it is acceptable to be bright.
- Encourage all pupils to be independent learners.
- Recognise all achievements.
- Be aware of the effects of ethnicity, bilingualism, gender and social circumstances on learning and high achievement.
- Provide a wide range of co-curricular activities and clubs.
- Provide work at an appropriate level for the pupils in our care.
- Provide opportunities for all pupils to work with like-minded peers.

The school record

The School will establish data that will enable staff and senior management to identify pupils many gifts and talents. Information on each pupil will be collated during his/her school life which will enable us to highlight those with any specific needs other than those already provided within the school.

This will be a fluid record that will be reviewed regularly as evidence presents itself e.g. GL assessments including CATs and/or teaching assessments. This will enable us to evaluate whether each and every pupil is achieving his/her potential.

Types of Provision

- Teachers always have the highest of expectations
- Where necessary schemes of work, tasks and activities are designed to take account of the different levels of existing knowledge, skills and understanding.
- Teacher will offer extension opportunities / open-ended tasks to stimulate and further enrich learning whenever possible.
- Teachers will encourage independent learning; evaluate their work and become self-critical whenever possible in class and/or through homework activities.

Curricular and co-curricular provision:

By offering co- curricular activities it offers opportunities for pupils with specific strengths to develop their interests or skills. However, this will also benefit all pupils who attend.

Pupils are provided with:-

- School clubs
- Opportunities for performance / drama
- Enrichment opportunities
- Specialist teaching
- Setting
- Musical and sporting activities
- Residential experiences.

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