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1. Policy rationale and aims

This document states the aims, principles and strategies for addressing the needs of able, gifted and talented pupils, and seeks to raise the standards of all pupils who attend Haslingden High School.

1.1 School philosophy and aims

At Haslingden High School we recognise that all students are individuals with their own strengths and weaknesses, gifts and talents. Our motto "Achievement for all" lies at the heart of everything we do. Within this range of individuality there are students who are more intellectually able than others, and students who have specific areas of ability.

We affirm that every student has the right to be included in a broad, balanced and relevant curriculum; and that each student is entitled to have the opportunity to participate fully in an education which inspires, challenges, motivates and rewards them, ultimately enabling them to achieve their individual potential.

Provision for able, gifted and talented students is an integral part of the teaching and learning that takes place at Haslingden High School.

2. Definition and scope

Able, gifted and talented students are those who have ability or abilities beyond the large majority of their peer group and consequently require a more challenging curriculum than that appropriate for the large majority. Able and gifted students have the capacity for, or demonstrate high levels of performance in academic areas, whilst talented students show ability through creative or physical talents. They may be good all round performers or high achievers in one specific area.

Generally, such students will make up approximately 5-15% of the school population though no fixed limits should hinder or prevent a student being included on this list if the criteria are satisfied. Ability is a continuum with no clear cut off points so that it is not necessary to define ability precisely within narrow limits. Provision must be appropriate to enable students to achieve what they are capable of in many or specific areas of study. Within the Able, Gifted and Talented group there will be a diverse range of ability.

Intelligences can change over time as the students develop and the group of Able, Gifted and Talented students identified will also change to reflect such development. Once on the register, students will not normally be removed though a thorough review will take place at least yearly.

Students can only demonstrate what they are capable of when given opportunity to do so. As such, all staff have a responsibility to ensure that the needs of Able, Gifted and Talented students are met in lessons and beyond, through additional opportunities where appropriate.

3. Identification

Identification is inclusive rather than exclusive and as such a range of factors will be considered, both quantitative and qualitative in nature. The identification process starts before students enter at Yr7 and continues throughout KS3, KS4 and post 16.

A range of indicators are used including:

- Level 5s in KS2 English, Maths and Science upon entry to the school
- Reading and spelling age eg 15+ in Yr7
- Average CAT score of over 126 (Gifted) 120 (Very Able) 112 (Able) or exceptionally high score in one battery eg Non Verbal score 125. Many students in these categories will also receive subject specific nominations in a range of academic areas. These nominations will also be included on the register to provide staff with as much information as possible in order to inform planning.
- Subject specific nominations in at least 4 academic subjects regardless of CAT/KS2 data. (Able). This is designed to allow for development as students progress through key stages.
- Subject specific nominations for Talented students eg Music/Drama/Art/DT/PE/Dance
- GCSE points score at Post 16 level

All of the above factors will be considered and a register produced. The register will be reviewed and updated accordingly and distributed to all staff in order to inform planning and intervention strategies.

3.1 Process

On entry to the school in Yr 7, AGT lead will compile a draft register of new AGT students. This will be based on primary school nominations/info, KS2 levels in English, Maths and Science, CAT scores as well as reading/spelling ages. Further consideration will be made following baseline assessments and Block A assessment results. During the Autumn term departments will be asked to nominate students who have a gift or talent in their subject for further inclusion on the register, which will then be distributed to all staff. Towards the end of each academic year departments will be asked to nominate any students who have developed throughout the course of the year for consideration for inclusion on the register. Parents will be informed of the inclusion of their child on the register and be able to access additional information with regard to what this means, and what information and activities both they and their child can access.

4. Characteristics of Able, Gifted and Talented Students

Aside from departmental criteria as set out in AGT guidance notes there are a number of more general characteristics that may apply to AGT students:

- Have a capacity for rapid learning
- Have a desire to know
- Have a desire to excel
- Have an ability to work flexibly, processing unfamiliar information, applying knowledge, experience and insight to unfamiliar situations
- Have wide ranging interests
- Show early manifestation of verbal and reasoning skills which are maintained at advanced level
- Show originality
- Show a desire to avoid repetition and to advance quickly
- Demonstrate powerful curiosity and drive when interested
- Demonstrate perseverance and capacity to concentrate for extended periods of time
- Show independence and a capacity to work on their own
- Have a tendency to look for friends amongst older or more able students
- In team games or activities these students set the standard and lead by example

It is important to realise that not all Able, Gifted and Talented students are obvious high achievers and may under achieve when their potential is masked by factors such as frustration, low self esteem, lack of challenge, peer pressure and low parent/teacher expectations. As such a broad and inclusive approach to identification and monitoring the progress of AGT students is essential.

5. Monitoring and Review

The progress of students identified as AGT will be monitored through appropriate data analysis following each assessment block. Where progress is deemed to have slowed or does not reflect student potential then a range of intervention strategies will be put in place. These may take the form of departmental, faculty or pastoral interventions.

6. Strategies

At Haslingden High work will be carefully matched to meet the needs of all learners. It is important that AGT students are challenged inside the classroom and given opportunities to develop academically, culturally and creatively. A range of strategies will be employed by staff to ensure that work meets the needs of the AGT cohort. Good practice includes:

- High expectations of students by staff
- Challenging pace to activities and lessons
- Effective differentiation by task/outcome
- Open ended or research based tasks which require original thought
- Use of high level language by staff
- High level thinking skills activities
- Debate
- Making predictions or encouraging speculation

- Problem solving
- Effective use of ICT eg IPADS and relevant software
- Visiting speakers
- Competitions
- Cooperative learning to enhance social skills and encourage students to become independent learners
- Students leading group activities
- Effective questioning techniques to develop skills of analysis and evaluation