

Chilton Trinity Technology College

Able Gifted and Talented Policy

(To be read in conjunction with the Teaching and Learning Policy)



At Chilton Trinity Technology College we are committed to promoting achievement and raising standards to providing an environment which encourages all students to develop their talents and abilities to the full. We aim to provide a rich education for students of all abilities and take pride in and celebrate their successes. We recognise the need to promote appropriate opportunities to cater for the most able in our community, both inside and outside the classroom. Our approach is inclusive, recognising a students' right to a broad and balanced curriculum.

1. Aims:

Our aim is to ensure that all our Able, Gifted and Talented (AGT) students:

- achieve success in examinations at the highest possible level
- have access to a curriculum appropriate to their abilities and talents
- have equality of opportunity
- feel encouraged and valued so that they can achieve their full potential
- gain increasing independence in their learning as they move through the school
- are equipped to deal with life post-16, whether in HE, in training or at work.

2. Definition of AGT:

'Gifted and talented children are those who in some aspect of human potential and/or achievement are far more advanced beyond that which would normally be expected.'
(George 1997)

The DfES definition of able, gifted and talented students is:

Able students show ability in one subject area;

Gifted students are more able academically across many subjects;

Talented students are more able artistically or creatively in sports or in performance.

However, there is no such thing as a typical Able, Gifted and Talented student and the title covers a diverse group of students with a range of attainment.

3. Identification:

The identification of the students should be a continuous, whole school process, underpinned by practices within individual subjects areas. Staff should use:

AGT registers from schools attended previously by students, if available

quantitative data, including the results of national curriculum assessments (tests and teacher assessments), public examinations and other available test data such as CATs and external assessments.

qualitative information including teachers' nomination, parents' or carers' nomination and student nomination.

Through identification the school's full AGT register will be created for each year group. This will identify those students who are gifted and will be monitored by all staff and those who are identified as talented and able will be monitored by relevant subject staff.

The Co-ordinator for AGT is responsible for managing the register. The AGT register is reviewed every year by Subject Leaders and Year Leaders. Students may be added to the register when necessary but can only be withdrawn from it after formal review with subject leaders, or when they cease studying a particular subject. All students joining the school after the start of year 7 will be reviewed on admission and added to the register as required.

4. General school approach:

In class, teachers **should**:

- aim to provide appropriate challenge in their lessons

- encourage independence among AGT students by encouraging them to make consequential decisions about their learning

- set AGT students differentiated tasks for homework when appropriate

- allow students the chance to work with other AGT students in a small group situation when appropriate

- identify AGT activities in schemes of work and lesson plans.

Teachers **should avoid**:

- asking AGT students to do work they are already confident in

- giving AGT students extra work rather than extension work

- precluding AGT students from class discussions on the grounds that they always know the answers.

Through extra-curricular activities, teachers could:

- offer clubs which allow AGT students to excel; encouraging and maintaining their enthusiasm for the subject. Where teachers have identified students who are able in these areas, they should alert parents or carers to the existence of extra-curricular activities that may be of interest to their child.

5. Responsibilities:

SLT:

It is the responsibility of the SLT to oversee the implementation of the AGT policy and ensure there are professional development opportunities available for staff in working with AGT students.

Co-ordinator for AGT:

It is the responsibility of the AGT Co-ordinator to monitor the implementation of the AGT policy and give staff guidance and support to allow them to feel secure in their dealings with AGT students. The Co-ordinator is also responsible for updating the policy, maintaining the register and investigating new ideas and strategies to help AGT students within the school.

Assistant Head for Teaching and Learning:

Should monitor and review the work of AGT students across the curriculum to ensure they are working to their ability. They should liaise with the AGT Co-ordinator to ensure effective and progressive strategies are being implemented. The AGT Coordinator will then support areas where progress could be improved.

Subject Leader:

Each Subject Leader should ensure that teachers within their subject are aware of the AGT students and are challenging them accordingly. The Subject Leaders are responsible for ensuring that schemes of work and resources make effective provision for challenging and stretching AGT students.

Subject Teacher:

Subject Teachers have a responsibility for the progress of all the students that they teach. They must be aware of the AGT students in their classes, ensure that they are appropriately challenged, and that they make good progress.

Tutors:

Tutors should support the development of any AGT students in their Year Team or Tutor Group. They should be able to give students pastoral support and guidance, so they feel nurtured and secure in their learning.

Learning Mentors:

The Learning Mentor for each targeted AGT student will be made aware of their mentee's performance and potential through their SIMS records. This will aid the mentor in guiding and supporting the student in various areas of their schooling and in identifying appropriate career options, endeavoring to offer impartial advice.

Members of staff in charge of Admissions

Will notify the Co-ordinator for AGT when a mid-year admission has been on the AGT register at a previous school. The student should then be included on the full register.

6. Partnership with parents and carers:

It is the aim of the school to ensure that there is support and guidance given to parents and carers to help them nurture the development of their child, if placed on the AGT register.

When a student is placed on the AGT register, the parent or carer will be informed and given advice on how to support their child in their school work. The parent or carer can discuss any AGT issues they may have with the Co-ordinator who can offer support and guidance with their queries.

All students identified as AGT at the start of year 7 and those who have not previously attended will be invited to attend an induction evening to inform parents and carers of provision and entitlement at the school.

7. Links with partners:

It is the responsibility of the school to develop partnerships, outside school, that could benefit the development of AGT students. These may be through the local community, businesses and industries, 6th Form Colleges and universities.

8. Evaluation and Review:

The school will evaluate and review the provision for AGT students on a termly basis through its SIMS system. AGT students will be given the opportunity, with their parents or carers, to meet their Tutors and discuss their progress towards their targets. This will allow for a meaningful dialogue between home, school and student.

The AGT register will be reviewed twice annually and on an individual basis as the need arises.