



## **MOWDEN HALL SCHOOL**

### **ABLE, GIFTED & TALENTED POLICY**

#### **RATIONALE**

The school will continue to develop its provision for able, gifted and talented pupils. We will aim to create a curriculum of opportunity within the most appropriate learning environment so that all our pupils will progress as rapidly as possible. We aim to create the widest possible variety of learning opportunities which recognise the different individual learning needs of all our pupils, in terms of speed, style, interests and abilities.

#### **AIMS**

We aim to ensure the provision for AG&T pupils in our care through:

- 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 abilities
- A concern for the development of the whole child: social, emotional, moral, physical, creative and spiritual as well as intellectual.

#### **DEFINITIONS**

##### **Able pupils**

'Able pupils' refers to students who achieve, or have the ability to achieve, above average (compared with the attainment of other students in their year group at Mowden Hall) in one or more subject areas.

##### **Gifted pupils**

Gifted refers to students who achieve, or have the ability to achieve, significantly above average (compared with the attainment of other students in their year group at Mowden Hall) in one or more of the subjects other than art, 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, performing arts, physical education or in areas requiring visio-spatial skills or practical abilities (these could include a range of non-traditional areas).

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.
- 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 risks 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.

These definitions should be reflected in the departmental identification processes.

**IDENTIFICATION AND MONITORING**

**Gifted/Able/Talented pupils ...**

- question readily
- persevere when motivated
- think divergently
- synthesise
- communicate fluently
- analyse
- show creativity
- engage with complexity
- perceive patterns
- grasp new ideas rapidly
- take risks
- spot logicalities or inconsistencies
- make links
- may underachieve

**Bright versus Gifted/Able Learner**

<b>Able Child</b>	<b>Gifted Learner</b>
Knows the answers	Asks the questions
Is interested	Is highly curious
Has good ideas	Has a wild, silly idea
Works hard	Plays around yet tests well
Answers the questions	Discusses in details, elaborates
Is in top group	Is beyond the group
Listens with interest	Shows strong feelings/opinions
Learns with ease	Already knows
Enjoys peers	Prefers adults
Grasps the meaning	Draws inferences
Completes assignments	Initiates projects
Is receptive	Is intense
Copies accurately	Creates a new design
Enjoys school	Enjoys learning
Absorbs information	Manipulates information
Technician	Is an Inventor
Good at memorising	Good at guessing
Enjoys straightforward sequential presentation	Thrives on complexity
Is alert	Is keenly observant
Is pleased with own learning	Is highly self-critical

**Additional Methods of Identification**

If at any point a pupil is recommended (by parents, staff, peers etc) as being Able, Gifted and Talented, then it will be the responsibility of the AG&T Coordinator to investigate this. This may be done using the following methods:

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

### **The Mowden Hall School AG&T Register**

Mowden Hall will have one AG&T register for each year group that will list all pupils that are identified by one or more curriculum area. This will not be published to pupils and parents and will be used internally to enhance provision.

At the start of each academic year (taking data from the previous year's AG&T register) each department would already have identified their top ten percent (approximately) of pupils in years 1-8 based on attainment, assessment data, grades and the subject specific criteria detailed in the departmental handbooks. Most of these pupils will fit into the "Able" definition as mentioned earlier with a smaller proportion fitting the "Talented" or "Gifted" definitions.

This will raise awareness of who the more able pupils are within each department and will mean that before the start of each academic year there is a list of the more able pupils in each curriculum area for years 1-8. This should facilitate planning to meet the needs of these pupils from day one in the new academic year. This list can be reviewed throughout the year to add further pupils. Staff will use the AG&T register to identify students and provide appropriate provision for them in lessons.

Subject leaders within the school need to notify the AG&T Coordinator of any concerns for pupils who are underachieving. This is so that appropriate intervention strategies can be put in place to improve performance.

Towards the end of each academic year each department will be asked to review the lists of their top ten percent of pupils for each year group. At this point the following 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 AG&T 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). Pupils will not be aware of being on or dropped off the register, so it will not affect their self-esteem or be demotivating.

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

### **PROVISION FOR AG&T PUPILS**

#### **The curriculum:**

- It is the responsibility of departments and classroom teachers to ensure that all children are given work that is suitably challenging, enabling each one to achieve his or her potential.
- Subject leaders should ensure that each scheme of work should outline provision for the most able pupils.

**Enrichment:**

The purpose of enrichment/extra-curricular provision should be to provide opportunities for able pupils to use their skills in areas outside of the national curriculum.

- Such activities may include: Maths challenge, chess club, school production, theatre visits, general knowledge competition, visiting speakers, lectures and visits to universities.
- It will also be appropriate to enter local and national competitions aimed specifically at able students.
- Other activities and provision for able students nationally and locally will also be investigated by the AG&T Coordinator. This will be based on the interests of the pupils that make up the Whole School Register and may vary year by year.
- The Gifted and Talented Coordinator will be responsible for identifying those pupils who fit the “Gifted” definition in a wide range of curriculum areas.

**Mentoring:**

Any pupils on the whole school register who are notified to the AG&T Coordinator as underperforming will be mentored. The aim of this will be to improve performance by identifying problems, finding solutions to these problems and then making a plan for improvement.

**Suggested Approaches**

Within the classroom, subject teachers will develop the following strategies:

- Differentiated tasks, including homework, to include activities that will develop the higher order thinking skills of analysis, hypothesis, synthesis and evaluation
- Tasks that offer choice and negotiation, ensuring that pupils are able to work according to their strengths, interests and abilities
- Opportunities for small groups of similar ability children to work together
- Intervention and feedback that offers challenge and extension, and initiates dialogue
- Provide opportunities for children to tackle abstract tasks
- Provide opportunities for children to tackle transitional tasks, involving manipulation and transformation of information
- Provide opportunities for children to tackle multi-faceted and divergent tasks, making connections and moving in a range of directions.
- Provide opportunities for pupils to tackle open-ended tasks
- Provide opportunities for pupils to gain greater independence
- Provide opportunities for children to take significant mental leaps.
- Provide opportunities for children to work at a variety of speeds.

Outside of the classroom, the following opportunities will be offered:

- School drama productions
- Concerts
- Other extra-curricular sport and music opportunities
- Visiting speakers, authors etc
- Specialist clubs and challenges
- Tutor support

**APPENDIX 1: Example Register**

<b>Record of Gifted and Talented Pupils: Year 4</b>						
<b>Name of Child</b>	<b>Date of Birth</b>	<b>Year group, class and teacher's name</b>	<b>Area of Ability</b>	<b>Area of Gift</b>	<b>Area of Talent</b>	<b>Brief Description of Provision Offered</b>
<i>J Example</i>	<i>01.01.01</i>	<i>Year 4M, Mrs Jones</i>	<i>Maths Computing</i>		<i>Cricket</i>	<ol style="list-style-type: none"> <li><i>1. Attended the Maths Challenge</i></li> <li><i>2. Formed part of the General knowledge team</i></li> <li><i>3. Goes to Cricket Club</i></li> <li><i>4. Attends Computer Coding Club</i></li> </ol>