



COLLEGE POLICY DOCUMENT

Able, Gifted and Talented (AG&T) Policy

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At St. Andrew's College Cambridge, those who are identified as being able, gifted or talented will be known as 'the most able'.

St. Andrew's College Cambridge recognises that there are able, gifted and talented pupils with the potential for higher level performance across a range of abilities in curricular, creative, artistic, physical and leadership contexts and in the processing of ideas and information. As well as the most gifted children in the college, who will be registered in accordance with identification criteria established later, we recognise that within every cohort of students there will be the most able who need to be challenged appropriately.

A policy for the most able pupils will assist us in providing the best possible education for all pupils in our college community. We recognise that our most able students have particular needs which we should meet if they are to realise their potential. A consistent and coordinated gifted and talented policy will have the effect of raising standards of teaching and learning in all areas and for all pupils.

How the Policy for Gifted and Talented Relates to St. Andrew's College Cambridge Aims and Philosophy

St. Andrew's College Cambridge philosophy arises from a firm belief in the individuality and the emotional well-being of all students. Their strengths and weaknesses are individual and we celebrate this diversity. We aim to identify specific talents and areas for development in all aspects of college life and respond accordingly to the needs of the children. We therefore expect staff to know their pupils' individual learning styles and abilities, in order to discover and promote their unique talents.

Aims of the Gifted and Talented Policy

- ✚ to ensure that all students receive the education appropriate to their needs
- ✚ to provide a focus for teaching and learning which will have a positive impact on the curriculum as a whole;
- ✚ to have a whole-school impact on self-esteem and attainment for all pupils by fostering an achievement culture
- ✚ to enable pupils to work at higher cognitive abilities;
- ✚ to provide opportunities to develop specific skills or talents;
- ✚ to improve motivation and achievement of gifted and talented pupils;

Key Personnel

Every classroom teacher plays a central role in the effective provision for the most able pupils. Specifically, the College Gifted and Talented Co-coordinator (SENCo) advises staff on matters related to pupils identified as able, gifted and talented. Further support is available from Heads of Department and the Principal.

The Principal provides resources for CPD and the whole SMT is committed to providing the environment in which this policy can be successful.

The Directors of the school have an interest in and support the ethos of this policy. Advice is sought form and feedback provided quarterly management meetings.

Identification and Definitions

A register of gifted and talented students will be maintained by the coordinator and both hard copies and electronic version made readily available to staff.

A child may be gifted or talented in many fields or in one area only. Signs of exceptional ability should be looked for, identified and addressed appropriately in the same way as signs of specific learning difficulties.

In drawing up the register of gifted and talented pupil the following is considered:

- ✚ Identification should be inclusive rather than exclusive, but students should not be registered without clear evidence of ability.
- ✚ Addition to the register should be encouraged, but deregistration should be avoided.
- ✚ The target group should be wide and varied.
- ✚ Ability is longitudinal – people develop at different rates.
- ✚ Staff must retain an open mind as to who are the gifted and talented.

The following strategies are used to identify pupils for inclusion on the Gifted and talented Register at St. Andrew's College Cambridge.

Definitions and Strategies for Identification

Pupils performing ahead of their year group or in the top 10% nationally Pupils of observably high intelligence and / or achieving high scores in nationally standardized tests or examinations. Pupils who are exhibiting behaviour traits for which a more challenging approach is effective Pupils for whom parents and teachers have recognised a particular gift or talent which could include physical talent, mechanical ingenuity, ability in expressive, visual and performing arts, outstanding leadership and social awareness and creativity.

Development of the Gifted and Talented

Key to St. Andrew's approach to our most able students is suitable differentiation;

- ✚ ☐ in lessons,
- ✚ ☐ for prep,
- ✚ ☐ through assessment feedback,
- ✚ ☐ through discrete enrichment,
- ✚ ☐ in provision of resources

Other forms of support include;

- ✚ ☐ setting where appropriate
- ✚ ☐ tutorial advice and guidance
- ✚ ☐ parental/agent involvement encouraging a partnership approach
- ✚ ☐ a wide range of extra and cross-curricular programmes,

Achievements Outside School

St. Andrew's seeks to support activities and achievement outside school by celebrating awards in newsletters and on notice boards. Being flexible about attendance when pupils are given opportunities to develop their talents e.g. film roles.

The Principal encourages able, gifted and talented pupils, supported by staff, to consider Oxbridge visits and applications and provides the necessary advice and encouragement.

Registration: Information Gathering, Storage and Use

Registers of the Able, Gifted and Talented Pupils are updated annually in October and when necessary during the course of the year, e.g. when the talents of a pupil new to the school become clear or an existing pupil begins to display traits appropriate to enrolment on the register.

The information is used in updating schemes of work, the allocation and choice of resources, including setting (if and when appropriate) and the development of the enrichment programme.

Targets

Targets are set for able, gifted and talented students, as with all students, at the end of written work, in oral feedback with teachers and tutors and on reports, at present written termly. In addition, able, gifted and talented pupils should aim to sustain their high levels of achievement. Scrutiny of work by the Principal and monitoring teachers' feedback. Pupils, who are exceptionally gifted, will also have an Individual Education Plan written by the coordinator and assisted by tutors.

Targets are monitored by pupils, teachers and tutors and progress is reported to parents/agents.

4. Range of Teaching and Learning Styles

The needs of the more able pupil include:

- Space to make individual contributions from open-ended situations;
- The opportunity to take risks in an organised way with the facility to fail without threat;
- Contact with like-minded people, either peers or adults;
- A fair proportion of teachers' time but deployed differently than for other pupils;
- A good balance of working with urgency and pace, and time to reflect;
- Question and answer sessions that play to the higher-order thinking skills;
- Only as much instruction as is needed, thus allowing the able to interpret what is required for themselves;
- Opportunities to develop further work;
- An environment in which alternative methods and alternative answers are encouraged;
- Work set in such a way that creativity and imagination are involved extensively;
- An appreciation that ability is not always matched by social and emotional development;
- A variety of teaching styles to accommodate the individual needs of different pupils.
- The curriculum – In class approach:
 - enrichment/extension/differentiation of classwork and homework;
 - a greater emphasis on higher order thinking skills;
 - varied and flexible pupils groupings, sometimes allowing able pupils to work together;
 - encouraging pupils to become 'independent learners';
 - challenge within subject areas;
 - short, medium and long term planning to reflect the needs of the most able pupils.

Out of class activities:

Providing a wide range of extra-curricular activities including:

- ✚ enrichment activities and visits;
- ✚ school clubs;
- ✚ sporting opportunities;
- ✚ competitions;
- ✚ learning mentors;
- ✚ close monitoring of pupils identified as under-achieving.

STRATEGIES FOR PROVISION

Able, gifted and talented pupils are often more flexible in their approach to learning. Approaches recommended include: a faster pace, more open questions, opportunities to shine in areas that suit individual talents e.g. artwork, presentations, debates, independent research, exploratory work and problem solving.

Teaching and learning is monitored to ensure that it meets the needs of able, gifted & talented pupils by observation of lessons, scrutiny of schemes of work and monitoring of pupil written work by the Principal and Heads of Department

Identification of Underachievement

The achievement of groups and individuals is monitored by Heads of Department, overseen by the Principal and reported annually.

The gifted child might downgrade his or her effort if under-stimulated. The teachers' expectations and strategies for stimulation are the key to successful development and the realisation of potential.

Underachievement of individual pupils is identified by tracking of progress on grades and report. Cause for concern reports are to be used to report to the Principal. Strategies such as an individual education plan, extra meetings with the tutor, the Principal and contact with parents/agents.

Commitment to Improve the Skills of All Staff in the School

There will be regular Inset and formal Staff Induction on provision for the Able, Gifted and Talented covering differentiation and Preferred Learning Styles.

The Principal will work closely with the Gifted and Talented Co-coordinator to identify CPD opportunities for staff in relation to able, gifted and talented pupils.

Provision for Exceptionally Able, Gifted and Talented Pupils

All teachers are obliged to provide good differentiation within lessons and for prep. Where possible, we set pupils according to subject-specific ability in academic subjects and sport. This does not remove the need to think about the pupil as an individual with specific individual needs and to provide individually tailored work.

It is not acceptable to set class or group work and accept the pupils' excellent, good, average or poor results. Challenges must be set according to the child's ability. The responsibility for planning for and providing challenges to stimulate the gifted or talented child rests with the individual teacher. Individual teaching staff must make provision for the gifted or talented child in their individual lesson plans, their half termly and their long term planning. Differentiation must be by design as well as by outcome.

Parental/Agent Involvement

Parents/agents will be asked to nominate children for inclusion in the gifted and talented register by letter from the Principal. If any such nominations are received, the Gifted and Talented Co-coordinator will seek evidence from parents to support the application and ask the head of the relevant department to consider the issue. The decision to place a pupil on the register in such circumstances will be made by the coordinator after considering all views.

Parents/agents will be advised of the school policy towards able, gifted and talented pupils and told when their children have been so identified.

Parents/agents will be involved in discussions of their children's progress.

Parents/agents know the key personnel involved with able, gifted and talented pupils from the St. Andrew's website and from letters home.

Monitoring the Action Plan and Reviewing the Policy

The policy is reviewed annually by the Able, Gifted and Talented Coordinator and ratified by the Principal.

MONITORING AND EVALUATION

Policies and procedures will be monitored and evaluated on a regular basis, to inform future planning and action that will lead to even more effective provision.

Review: July 2014, July 2015, July 2016 and August 2017

Next Review: August 2018