



WOODLANDS COMMUNITY COLLEGE

Able, Gifted and Talented Policy

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

May 2008
Review May 2009

1. Aims:

Our aim at Woodlands is to ensure that all our able, gifted and talented students:

- achieve success in examinations at the highest possible level
- have access to a curriculum appropriate to their gifts 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 college
- are equipped to deal with life post-16, whether in Higher Education, in training or at work

2. Definition of AGT:

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, 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 college process, underpinned by procedures 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 music, art and sporting assessments
- qualitative information including teachers' nomination, parents nomination and student nomination.

Through identification the college'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 Lead Teacher for AGT is responsible for managing the register. The AGT register is reviewed every year by Subject Leaders and Year Leaders. Students maybe added to the register when necessary but can only be withdrawn from it at the end of a Key Stage, or when they cease studying a particular subject.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.

As a result of nominations the Lead Teacher for AGT will assess to see whether any students qualify for membership of any national AGT organisation such as Young Gifted and Talented (YG&T) and begin the application process. Any student who is considered to be exceptional will be considered for an EEP (exceptional education programme) to support their progress.

4. General college approach:

In class, teachers **should**¹:

- 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 different tasks for homework when appropriate
- give students the chance to work with other AGT students in a small group situation
- identify AGT activities in schemes of work and lesson plans.

Teachers **should avoid**²:

- 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 talented students to excel, and which encourage and maintain enthusiasm for the subject. Where teachers have identified students who are able in these areas, they should alert parents 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.

- Lead Teacher 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 with the college.

- AHT i/c Progress/Progress Co-ordinator

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 Co-ordinator 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

¹ Taken from the College's Teaching and Learning Policy

² Taken from the College's Teaching and Learning Policy

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 AGT student will be made aware of their mentee's potential through their TPR data sheet. This will aid the mentor in guiding and supporting the student in various areas of their schooling and in identifying appropriate career options

- Member of staff i/c Mid-Year Admissions

Will notify the Lead Teacher 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:

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

When a child is placed on the AGT register, the parent will be informed and given advice on how to support their child in their college work. The parent can discuss any AGT issues they may have with the Lead teacher who can offer support and guidance with their queries.

7. Links with partners:

It is the responsibility of the college to develop partnerships, outside college, 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 college will evaluate and review the provision for AGT students on a termly basis through its TPR system. AGT students will be given the opportunity, with their parents, to meet their Learning Mentor and discuss their progress towards their targets. This will allow for a meaningful dialogue between home, college and student.

The AGT register will be reviewed annually.