



King's High School

Able, Gifted and Talented Policy

Policy:	<i>Able, Gifted and Talented</i>
Applies to:	<i>King's High School Staff and Pupils</i>
Authors:	<i>Director of Studies</i>
Approved by:	<i>KHS Committee, June 2019</i>
Reviewed:	<i>1 July 2019; 1 July 2020</i>
Signed:	<i>S Burley, Deputy Head</i>

Aim: to ensure that all our more able pupils are challenged and supported to reach their potential

Objectives

- To ensure that all AG&T pupils throughout the school achieve their potential
- To ensure that all AG&T pupils achieve ambitious destination outcomes
- To provide a well-designed curriculum that extends and enriches the learning experience of more able pupils
- To provide enrichment opportunities that extends the learning of AG&T pupils
- To provide challenging teaching that stretches and inspires more able pupils
- To accurately assess and track the progress of more able pupils so that focused interventions can be used where necessary to support progress

1. Definition

- 1.1. There is no agreed definition of a 'more able' or an 'Able, Gifted and Talented' student. Measures have included the top 5-10% of students in each school who are achieving or have the potential to achieve, significantly in advance of their year group in their school. The term 'more able' is generally used to represent students in this population of the school.
- 1.2. The QCA has suggested that 'gifted' generally refers to the top 5% of the school population in academic subjects and 'talented' to the top 5% in other subjects (but secondary schools' experience has shown that the terms can apply to 40% of students in at least one area).
- 1.3. It is therefore left to the professional judgement of academic departments to consider in detail their criteria for the identification of more able students and then record the names of these students on the centralised registers.
- 1.4. Importantly, more able students should have their learning tailored to their needs via a programme of provision that challenges them, stretches them, and gives them opportunity to pursue their interests and talents.

2. Rationale

- 2.1. The first aim of King's High School is "*To educate each girl as an individual by encouraging and motivating her to discover and develop to the full all her various skills, talents and abilities*".
- 2.2. Making appropriate provision for our more able students and guiding them towards making the most of their particular abilities is clearly a key focus of this aim.
- 2.3. Provision for more able students is therefore one element of our teaching and learning strategy; it is part of good practice throughout the school and should encourage all students to aspire.
- 2.4. The Deputy Head Academic (DHA) has responsibility for overseeing this part of the curriculum and it is led by the Director of Studies.
- 2.5. KHS has a selective intake and whilst there is a need to identify and monitor the progress of students who might be termed 'more able' we are careful not to set them apart from an already

above average peer group. They should not see themselves, or be seen, as superior. Encouraging those with particular strengths and abilities should not result in their isolation. Students with well above average intelligence and / or ability may become disaffected and less motivated if not sufficiently stimulated and may also underachieve if they feel threatened and overly pressured by high expectations: recognition, encouragement and stretching all need to be done with care and sensitivity. Congratulations on their efforts and achievements should be genuinely warm and heartfelt on the part of the whole school community.

- 2.6. At KHS we are determined to develop an academic ethos of achievement for all and part of that will come via our AG&T programme, or Inspire.
- 2.7. Some students may display their exceptional ability in one or two areas whilst others are strong across a number of areas. Each department therefore has a policy related to the provision for more able students (see departmental handbooks - the structure is outlined in Appendix A).
- 2.8. A range of identification methods, flexibility in how the AG&T policy is applied within subject areas and regularly reviewed registers should ensure that as many students as possible can benefit from additional opportunities, enabling them to fulfil their potential as future leaders in their chosen fields.
- 2.9. It is inherent in our aims that all students are presented with a programme both within and outside the curriculum, which will leave them stimulated and fulfilled. Students at KHS should be able to take advantage of the considerable range of extension activities on offer at the times in their educational development most appropriate to them as individuals. Achievements in out-of-school activities also need to be recognised; parents and the broader school community have a role to play in this respect.

3. AG&T Policy aims

- To maintain an ethos where to achieve highly is accepted and encouraged.
- To celebrate achievements and nurture talents within a caring framework.
- To identify students who might particularly benefit from working at a faster pace, higher level of attainment and in greater depth than the majority of their immediate peers.
- To provide further opportunities to develop specific abilities which have been recognised within and/or in addition to the formal curriculum.
- To enhance teaching and learning and in so doing to enrich the curriculum.
- To foster a genuine interest and a spirit of enquiry; to motivate all our students towards becoming confident, independent learners and thinkers.
- To involve the whole school community in our goal of educating each student as an individual.

4. This policy is organised under the following headings:

- Identification Methods
- Provision and Curriculum Matters
- Support and Recognition
- Process for Review and Development

5. Identification Methods

- 5.1. In principle any one of these could indicate a more able student, although identification via a number of criteria below would suggest that our identification is more accurate.
 - Departmental recommendations as a result of applying subject specific criteria.
 - Performance data (top 10% of entrance based on Midyis or Current Performance analysis)
 - Internal examination or assessment results.
 - Professional judgement of teachers based on other observations and/or student achievement.
 - Those who are 'scholars'.
 - Commendations and Notes Home may also facilitate identification of more able students as they may be currently underachieving or coasting and therefore may not show up through obvious criteria.
- 5.2. An awareness of the characteristics of more able students can also help in identification:
 - Possess extensive general knowledge
 - Be exceptionally curious and ask questions, often unlike other children's questions

- Read rapidly and retain and understand what is read
- See and solve problems quickly and take the initiative
- Be able to learn and memorise concepts quickly
- Be able to engage in logic and problem solving activities positively and confidently
- Be able to work independently
- Be capable of being inventive
- Be able to persevere when working
- Be a high achiever
- Be in possession of one or more creative skills

5.3. Departments will keep a list of those students that it considers to be more able. This list will be shared with the Director of Studies who will in turn make it available to the school electronically.

The list should be reviewed regularly at departmental meetings on a minimum of three occasions in an academic year. Updated lists will need to be provided to the Director of Studies and the review process should be included in departmental meeting minutes.

6. Provision and Curriculum Matters

Utilising the Departmental Guidelines (Appendix B) and the Detailed List of Provision (Appendix C), departments should select and use appropriate items as applicable. Both appendices are regularly reviewed by the DHA and the Director of Studies and give more detailed guidance:

6.1 Curriculum:

- Staff and girls have high expectations
- A range of teaching methods and materials are actively used
- Extension activities are identified within all schemes of work
- Cross-curricular extension activities that go beyond the scheme of work are identified by departments
- Each department draws up specific criteria for identifying the most able within their subject. Departmental handbooks state what these criteria are and what provision is in place [See Appendix A for format]
- A broad range of subject based super-curricular activities is provided
- Externally arranged public activities should be publicised through departments and the wider school community
- Students have the opportunity to study material at a level beyond their current year group
- Specialists may be invited to the school to run workshops / lectures
- Students have opportunity to demonstrate and develop leadership skills

6.2 Opportunities exist for students to extend their skills and learning beyond the curriculum:

- The Inspire Programme of Trips, Events, Competitions
- KS3 scholarship sessions for all students interested in independent thinking
- KS4 timetabled enrichment sessions for all students, with the chance for AG&T students to develop detailed individual projects
- Joint activities with Warwick School
- Sporting fixtures
- Cultural visits and exchanges
- National competitions, exhibitions and events
- School performances and exhibitions are actively promoted to the school community both for participants and audiences
- Access to externally run enrichment resources

7 Support and recognition

- All students are supported through the school's pastoral care system and its relevant policies
- Students receive guidance appropriate to their age, abilities and aspirations through the careers department and the UCAS and Oxbridge application process. They are encouraged to apply to those courses most suited to their ability and potential
- Form tutors provide appropriate support to those girls who have been identified as AG&T and who wish to pursue additional challenges
- Lower Sixth students who fall into this category can act as mentors to younger peers. This is an extension of the existing 'Mother and Daughter' system. Mentors are likely to be those with similar

subject interests and are selected/paired with KS3/4 students in consultation with the Head of Sixth Form

- Individual achievements are recognised by the wider school community, for example through assembly announcements, the annual speech day and the Lower Sixth Celebration of Achievement
- Where appropriate, support is given to those who require time away from their studies to compete or participate in events beyond school
- Parents are kept informed of progress and opportunities through parents' evenings, the reports/monitoring system and other communications
- The DHA and the Director of Studies liaise with parents over individual events or concerns

8 Process for development and review

This policy is regularly monitored and reviewed by the DHA and the Director of Studies. Evaluation and review is integral to the framework within which the policy operates.



Appendix A

Format for Departmental Handbook Coverage of AG&T

A. Departmental handbooks should contain a section headed 'Able, Gifted and Talented Provision'

A.1. This section should contain the following sub sections:

- The member of the department specifically responsible for overseeing AG&T provision – this will usually be the HoD
- The date the policy was last reviewed (policies should be reviewed annually)
- The characteristics of an AG&T pupil in the subject area
- The criteria to be used in order to identify AG&T students in the subject area
- The way that provision will be made in the subject area for AG&T students to work at a pace appropriate to their needs, potential and ability

A.2. An up to date list of AG&T students should be kept in the department, but not necessarily in the handbook.

Appendix B

Departmental Guidelines¹

B. These lists are not meant to be exhaustive and departments are actively encouraged to think creatively and expand on this list.

B.1. All schemes of work should make reference as to how AG&T students are to be challenged and stimulated, examples could include:

- Extension and differentiation of tasks within lessons
 - **Rigour and depth in the subject matter:** subjects have complex topics that can be broken down to make them accessible. More able students thrive on synoptic tasks where assimilation of layers of information is key and enjoy making sense of competing and contradictory points of view.
 - **Model and celebrate the use of sophisticated language and terminology:** develop the more able student's use of specific terminology.
 - **Allow a good deal of 'struggle time':** more able students need time to process and find solutions.
- **Open-endedness:** Closed questions and closed tasks do not develop the challenge needed by more able students, more open tasks allow them to go further
- **Exemplars of exceptional work:** use exemplars to show more able students what is possible
- **Problem-solving:** often more able students enjoy the challenge of problem-solving. Examples include:
 - MFL using 'grammar detectives' where students work out the grammar rules rather than being told them
 - Maths using collaborative problem solving requiring multiple stages
 - Science having the opportunity to work out how the apparatus fits together or designing an experiment instead of doing the standard version
- **Creativity:** giving options for responses with research tasks (e.g. make a video, wiki, a cartoon strip or write an essay to answer the question). This gives the more able the opportunity to choose their project, design an experiment, invent their own debate question, to use role-play and artistic interpretations of concepts.
- **A classroom culture that celebrates intellectual curiosity:** it is important to celebrate students with a general all-round passion for knowledge and understanding and not to allow anyone to diminish them for it.
- **Co-construction and independence:** this is giving more able students more responsibility for their learning by facilitating them to lead the learning of others, giving them the skills to learn independently;
- Directed questioning within lessons
- Grouping of pupils within the classroom
- Teaching that unpicks the deep structure of problems
- Tasks that build fluency, speed, accuracy and automaticity
- Tasks that build abstract thinking and ability to connect beyond immediate context
- Tasks that encourage extension and synopsis
- Opportunities and resources for pupils to access knowledge at the next level up
- Study of methodology
- Un scaffolded tasks
- Socratic questioning
- Convergent and divergent thinking.
- Homework choice
- Differentiated homework
- Target setting
- Extension tasks that run parallel to classwork
- Methods of assessment and of grading assessment
- Use of appropriate written comments on work to stretch students' thinking
- Reading lists (and mechanisms for monitoring these)
- Library provision
- Student handbooks

B.2. Beyond schemes of work, departments should make a record of opportunities for AG&T students.

For example:

- Opportunities offered by subject bodies e.g. Maths Challenge, Biology Olympiad, Chemistry Quiz, Physics Olympiad, debating competitions, etc.
- Opportunities to perform, compete or exhibit.
- Related super-curricular activities that the department offers.

B.3. After discussion with the DHA departments should record in their handbooks opportunities for:

- Studying modules beyond the chronological Key Stage of the students.
- Early entry for examination.
- Additional examinations that students could take

Appendix C

Detailed List of Provision

This list is regularly reviewed by the DHA and the Director of Studies:

- First and foremost our provision is available to all pupils as an integral part of the teaching and learning policy. Staff and girls have high expectations. A range of teaching methods and materials are actively used that are designed to enable every girl to achieve her full potential
- Extension activities are identified within all schemes of work following guidelines in Appendix B
- Cross-curricular extension activities that go beyond the scheme of work are identified by departments
- Each department draws up specific criteria for identifying the most able within their subject. Departmental handbooks state what these criteria are and what provision is in place [See Appendix A for format]
- In a number of subjects, provision is seen in many and varied extra curricular activities on offer. All girls can take advantage of these and the most able would be encouraged to participate in relevant events
- Involvement in the organisation and running of societies, teams and houses. These activities also allow for vertical groupings where younger pupils can take advantage of the experiences of older peers.
- Activities and links are posted electronically
- Students at KS3 have the opportunity to study KS4 material
- Students at KS4 have the opportunity to study A level material
- Students at KS5 have the opportunity to carry out work at university level
- Some students in Sixth Form study 4 A levels
- The number of subjects that students study at KS4 is varied where practicable depending on students' needs and abilities
- Students in Years 8 and 9 may be encouraged to take advantage of the Level 1 and/or 2 Project
- Students in Lower Sixth are encouraged to take advantage of the Extended Project Qualification (EPQ)
- The King's High Baccalaureate is available in KS5
- Specialists from the worlds of industry, the arts and commerce may be invited to the school to run workshops. These are promoted within subject areas and in the wider school community
- The development of new initiatives such as the Café Scientifique and the Phil and Lit Society to promote extended learning with collaboration between key stages