

St Nicholas' School AGT Policy

St Nicholas' School recognises that there are pupils in our school who are Able, Gifted and Talented. Pupils identified as Able, Gifted and Talented (AGT) are those whom have exceptional ability or demonstrate outstanding potential when compared to successful children of a similar age or stage. These are pupils who have demonstrated outstanding achievement or potential at the highest levels in comparison with children of a similar age in any specific area either in or out of school life. We are committed to providing an environment which encourages all pupils to maximise their potential and this clearly includes pupils who display some form of giftedness. Extending these individuals is an essential part of the curriculum at St Nicholas', in line with the School's aim in seeking to provide the best education experience to every pupil in the School. Able pupils show intellectual and academic abilities. Gifted pupils are those defined as possessing a special ability, and talented pupils may excel in specific areas, for example music, art, design, drama or sport.

Diversity is valued as a rich resource which supports the learning of all. In this school we recognise a child's right to a broad, balanced relevant and challenging curriculum which is appropriate to their individual abilities, talents and personal qualities.

We acknowledge that able, gifted and talented pupils show exceptional ability in one or more of the following:

General intelligence

Specific academic areas

Visual and performing arts

Practical – DT, mechanical, creative

Physical talent

Outstanding leadership and social awareness

Able underachiever (not reaching potential)

Our aims

- To ensure every child is happy and fulfilled.
- To identify higher ability pupils.
- To give children the opportunity to maximise their potential through supportive teachers and carefully planned learning environments so that potential may be translated into demonstrated ability and talent.
- To provide learning opportunities that are stimulating to ensure children develop to their full potential.
- To recognise such pupils through various forms of assessment.
- To ensure that opportunities for extension and enrichment are built into all our schemes of work

- Maintain an ethos where it is acceptable to excel
- Be aware of the effects of ethnicity, bilingualism and social circumstances on learning and high achievement.
- To acknowledge, give support and appreciation for the talents children possess.
- To encourage and create opportunities for AGT children to demonstrate and develop their individual talents and abilities.
- To support and facilitate children to meet any specific potential. This may be achieved in School through academic, sporting or extra-curricular provision, or by advising on external expert who can further support the individual through support, coaching or facilities.
- To provide opportunities for the child to display and develop their ability.
- To make pupils and parents aware of other opportunities available outside school.
- To provide support and guidance for parents and appropriate staff development and training where and when necessary.

The member of staff with responsibility for overseeing AGT provision is the Headteacher.

Our Procedures

Identification of the gifted and talented

Everyone in school has a responsibility to recognise and value pupils' abilities. Pupils are identified as early as possible in order that they may develop successful learning patterns. We note that gifted and talented students can be:

- High achievers in all or most areas
- High achievers in one area
- Of high ability but with low motivation
- Of good verbal ability but poor writing skills
- Very able but with a short attention span
- Very able with poor social skills
- Keen to disguise their abilities
- Responsive to a full range of learning styles

We may also need to be aware of potentially very able underachievers who may fall into the following categories:

- Bored and restless
- Fluent orally and poor in written work
- Friendly with older children and adults

- Excessively self-critical, anxious and feeling rejected
- Hostile towards authority
- Quick thinking
- Does not know how to learn academically
- Aspirations are too low for aptitude
- Does not set own goals but relies on teacher for decisions
- Does not think ahead
- Performs poorly in tests but asks creative and searching questions
- Thinks in abstract terms
- Enjoys verbally playing with language
- Produces a high level of work which deteriorates over time.

An able, gifted or talented student will be identified using a variety of methods. The specific procedure will vary according to subject area but will include elements of the following:

- quantitative data such as CATS, SAT, teacher assessments, examinations and other assessments such as level assessments in other subjects (i.e. music, art , PE)
- qualitative information such as classroom teacher assessments, nominations, observations of students working and scrutiny of work.
- participation in the Scholarship programme
 - awareness of student achievements in art, music, drama, dance, design and sport including through participation in extra-curricular activities within and outside of school.
 - representing the school in District, County and National competitions and events

- Staff are encouraged to utilise the identification procedure for potential AGT pupils in any instance where they feel a child can be better supported in class by offering extension material and support. This circumstance may arise across a range of subjects, or may be specific to one.
- Stage 1: Staff complete an AGT Referral form, outlining their observations on the individual, and providing evidence to support the referral which is handed to the Deputy Head (Appendix 1).
- Stage 2: An observation is arranged, conducted by a member of staff with specific understanding of the strengths identified, to monitor the individual in a normal classroom setting (Appendix 2).
- Stage 3: Support material is identified and discussed with the class/subject teacher, and provision made for the individual in planning. Parents may also be informed of additional ways to support the child at home.
- The child's progress will be monitored annually, with notes compiled by the class/subject teacher.
- In addition to this formal process, other informal methods are in place to discuss potential AGT pupils, whereby pupils are discussed at regular forums to facilitate awareness of higher ability children.
- A confidential list of higher ability pupils is maintained as the AGT Register.
- This procedure is reviewed regularly to monitor efficacy, and provision and materials are monitored annually.

Provision

- Provision for AGT pupils may take a number of forms, including classroom differentiation, school-based provision and out of school provision and is largely dependent on the area which has been identified in which the pupil excels. However, a number of general aims and methods have been outlined below which may be used, but this list is not exhaustive.
 - Avoid giving more of the same work to AGT pupils
 - Open ended tasks and questions in classrooms to enable children to take things further.
 - More open ended individual/homework eg projects giving greater flexibility of choice/ownership.
 - National Competitions.
 - Opportunities to share talent.
 - Additional resources on Schoogle.
 - Opportunities to perform.
 - Links with local clubs.
 - List of websites available for parents. .
 - Encouraging children to join in school clubs.
 - Raising awareness of the pupils' abilities, involving raising expectations and supporting parents in how best to extend the child.
 - Lists of external contacts and support groups.
 - Gifted and Able Societies.
 - Time out to pursue talent.
 - Information on holiday workshops.
 - Use of outside experts.

Scholarships

In order to provide the best all round education that the School can, and to incentivise pupils exhibiting AGT traits to join St Nicholas', provision is in place for the awarding of scholarships. These scholarships are discussed as part of the AGT process, and the Headteacher will discuss the potential of giving scholarships with appropriate staff and ILG Head Office prior to finalising the award.

Scholarship applications to Senior Schools

- In preparing all pupils for their entrance to Senior Schools, AGT pupils may be considered for scholarships, and should be appropriately identified and supported by the School.
- Potential Scholarship candidates are raised in the Summer Term of Year 4 through internal discussions amongst teaching staff.
- The potential for scholarship application is discussed with parents with the Deputy Head or Head when considering options for Senior Schools.
- An additional programme to support and supplement the Scholarship candidate is created to improve the applicant's chances of success – being implemented from identification to application.

*This policy was reviewed and updated in Autumn 2018.
The next review will take place in Autumn 2019 or in light of relevant regulatory changes.*

Signed: Amit Mehta (Proprietor)

Appendix 1: AGT Referral Form

Pupil's Name:		Class:			
Date of Referral:		Member of Staff referring:			
How would you rate the pupil's capabilities in the following areas:					
	Below Average	Average	Good	Excellent	Outstanding
Academic Ability					
Verbal Skills					
Communication Skills					
Mathematical Skills					
Scientific Enquiry					
Intellectual Curiosity					
Creativity					
Critical Thinking					
Problem Solving					
Physical Skills					
Artistic Skills					
Musical Skills					
Please outline the pupil's strengths that led to this referral:					
Please identify any evidence collated on the individual that supports this referral:					

Appendix 2: AGT Observation Document

Able, Gifted and Talented Assessment

Name: _____

Class: _____

Characteristic	Generic Behaviours	Behaviours specific to child.
Heightened levels of curiosity and a wide variety of interests	Asks questions, pays close attention, remembers things in great detail, asks questions at inappropriate times, easily diverted from task.	
Long attention span	Dislikes interruptions and disruptive routines. Able to complete tasks	
Ability to handle abstract ideas	Is able to make generalisations and test their validity, is aware of the consequences; can question others ideas and seem disrespectful.	
Flexibility in thinking	Is able to solve problems using a range of strategies; can be disruptive and disrespectful of authority.	
Alert and subtle sense of humour	May use humour at other's expense; uses humorous speech; tells funny stories; understands 'adult' humour.	
Advanced reading ability	Reads widely; has advanced vocabulary and comprehension; is able to understand complex ideas and relationships; Avoids other work and responsibilities; avoids interaction with peers.	
Fast learner	Finishes quickly and becomes disruptive; showing off; learns core content and skills quickly.	
Superior vocabulary and verbal ability	May be bossy and influences other students; keen to participate in discussions; peer leader; able to	

	conduct adult conversations.	
Excellent retention of knowledge	Has excellent recall of facts/ details and events	
Independent	Avoids discussions and group work; dislikes working with others; is uncooperative with others in group work; developed research and study skills; is self directed; able to use a range of resources.	
High level of personal responsibility and commitment	Frustration of personal performance; perfectionism; able to set realistic goals; is an active and positive team player; can be frustrated by others.	
Strong feelings and opinions	Appears opinionated; argumentative; sensitive to opinions of others; is tolerant of others opinions; developed listening skills.	
Advanced levels of moral judgement and sense of justice	Isolates self from peer groups; understands other value systems.	
Preference for unusual, original and creative responses	Asks impertinent questions; does not accept status quo; is unorganised and absent minded; asks curious questions; participates in individual programs; thoughts and feelings interconnected.	
Immersion learner	Dislikes subject boundaries; listens in a focussed way; uses materials from a range of subjects.	
Single minded; does not accept the status quo	Appears bossy; stubborn; rebellious; unmotivated; attention seeking; often teased by others; develops a sense of 'real self'.	
A high energy level; decreased need for sleep	Appears to be hyperactive; seeks stimulus; high need to explore new	

	environment; easily bored without challenges; learns to use time to structure activities; works individually.	
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