

# Ormskirk School, Able, Gifted and Talented *Policy*

## **Aim**

Ormskirk School aims to provide quality learning experiences in order to meet the individual needs of all our pupils. Therefore, it is important that the needs of Able, Gifted and Talented pupils should be recognised and strategies developed for their identification and support.

Ormskirk School believes it is critical to recognise all round exceptional ability but we also acknowledge the greater number of students who are gifted or talented in specific areas.

We aim to provide flexible provision, within an inclusive framework which sets out to provide appropriate teaching and learning opportunities for all pupils. Our pupils will have the opportunity to be involved in enrichment activities and receive support in order to achieve their full potential and raise their aspirations and attainment by developing their:

- Ability to learn
- Range of knowledge
- Core skills such as problem solving
- Creativity
- Intellectual curiosity
- Specific talents
- Resilience

The curriculum will take into account the needs of Able, Gifted and Talented pupils through differentiation, extension, enrichment and acceleration, making use of all available expertise. The pastoral needs of our Able, Gifted and Talented pupils will be recognised and supported by the school.

## **Identification**

To ensure a consistent and accurate identification process, a variety of methods will be employed which can give reasonable information collectively. Ormskirk School will take advantage of information about students from a variety of sources:

- Teacher recommendation – general characteristics checklist to be used to support staff referral
- Departmental data; formal test results and internal exam results
- Transition information from primary schools
- Parental information
- Extra-curricular activities
- Team/group activities
- A differentiated curriculum which will enable students to demonstrate their abilities

This process will result in an identified cohort of pupils who represent the most able pupils in each year group/class according to their academic ability or particular talents. This could also include pupils who are currently underachieving but have the potential for excellence and may need specific support. The pupils identified will be representative of the school as a whole in terms of gender and ethnicity. Once identified, all teachers and relevant parents/guardians will be made aware, and the progress of our AGT pupils will be monitored.

## **Curriculum**

All programmes of work will have opportunities for enrichment and extension activities.

Differentiation will be built into our curriculum planning through:

- Differentiation by outcome
- Differentiation by task
- Differentiation by pace
- Differentiation by resources/materials/equipment

There will be a commitment to developing extension and enrichment materials which:

- Allow individual responses
- Encourage creativity and imagination
- Satisfy developmental stage rather than chronological age
- Stress process rather than content

Differentiated homework will be made available when appropriate and other activities to complement our curriculum provision may include:

- Opportunities to develop leadership and communication skills
- Where appropriate some pupils may be accelerated through a learning programme
- Development of a resource base of extension and enrichment activities

### **Mixed Ability Setting in Year 7: September 2016**

An area of priority for achieving success in our move to mixed ability teaching (in most subjects, with the exception of Maths and Science) will be to ensure that our most able pupils are challenged in lessons. Through CPD, teaching staff will develop an understanding that all lessons should be planned to challenge the most able, whilst scaffolding the learning activities for less able pupils, so that all pupils are making at least expected progress over time. This will be monitored and reviewed over the academic year.

## **Monitoring and Assessment**

The monitoring of Able, Gifted and Talented pupils will be incorporated into our ongoing monitoring and self-evaluation process including:

- Assessment of pupil attainment
- Setting achievable targets and monitoring progress
- Report achievements and celebrate success
- Intervention strategies in place for underachieving Able, Gifted and Talented pupils
- Regular reviews of AG&T policy and action plan

This policy outlines the aims and processes to help identify, monitor and provide appropriate support to pupils who are identified as Able, Gifted and Talented. Ormskirk School has an inclusive approach and will provide support to all pupils and provide a challenging learning environment to reach the pupils' potential in all areas.