

Policy adopted on: 1st January 2015
Date of review: January 2018
Responsible person: A, G & T Coordinator

Able, Gifted & Talented Policy

Definitions:

The Boulevard Academy recognises students as Able, Gifted or Talented by the following definitions:

Able - Refers to students who are significantly ahead of students of a similar age nationally across a range of National Curriculum subjects.

Gifted - Refers to students consistently above their peers within the school in Literacy and Numeracy.

Talented - Refers to students who show great skill or potential outside of academic subjects (such as Music, Art, Drama and P.E), or great potential in non-tangible TRIC skills – (Teamwork, Reflection, Independence and Communicative).

Identification Process:

To identify a student as Able, Gifted or Talented, The Boulevard Academy uses the following procedures:

Able Children – Are identified through the recognition of academic success consistently (two consecutive assessment cycles) ahead of their peers in any one of the Progress 5 subjects (Maths, English, Science, MFL or Humanities). To add a student to the Able, Gifted and Talented register as Able, any staff member can raise a student in a staff meeting, subject to the approval of other staff, and the Able, Gifted and Talented coordinator.

Gifted Children- Are identified through the recognition of academic success by being consistently (two consecutive assessment cycles) ahead of their peers in either (or both) Literacy and Numeracy, by attaining a Normed Referenced Standardised Score (NRSS) of 120 or more on the STAR Reading or STAR Maths tests respectively. A student is added to the Able, Gifted and Talented Register by the Able, Gifted and Talented coordinator upon attaining these scores, and staff are notified in staff meetings.

Talented Children- Are identified through the recognition of a particular skill or aptitude in a non-Progress 5 subject (such as Art, Music and PE) or in a particular TRIC skill. Staff can raise a student to be considered as talented in a staff meeting, subject to the approval of the Able, Gifted and Talented Coordinator.

Responses to Able, Gifted and Talented Identification:

To accommodate the needs of Able, Gifted and Talented students, The Boulevard Academy will provide for Able, Gifted and Talented students in the following ways:

Actions for Supporting Able and Gifted Students

- A termly meeting with mentors to discuss progress, career paths and potentially work experience placements
- Seek business mentors for year 9 students as a priority.
- Lesson planning to make reference to the Able, Gifted and Talented checklist (made available to staff) to ensure the appropriate level of challenge
- There will be a notice board displayed in the lobby for all students which will detail “challenge tasks” which students can complete as an extra extension activity during lesson or mentor time.
- Links with universities will allow Able and Gifted students to raise aspirations. This currently consists of the University of York Shine project and will shortly also include The Brilliant Club for year 9 and 10 students.
- If progress of an Able or Gifted student is limited, and the standard interventions from a Student’s learning coach still has no effect, class teachers will seek support from the Able, Gifted and Talented coordinator.

Actions for Supporting Talented Students

- Termly meetings with mentor to discuss progress and career paths.
- Staff will actively look for opportunities for students to hone their talent outside of school (for example a one off football coaching session by a local team).
- The Able, Gifted and Talented coordinator will hold discussions with relevant subject coordinators to arrange for differentiation within lessons for students to make progress towards extra-curricular awards (for example piano practise for a talented pianist in a music lesson, rather than be retaught the basics with the rest of the class).

Further to this, all students at The Boulevard Academy will be able to identify Able, Gifted and Talented students through framed photographs of each child displayed around the Academy detailing their achievements.

Reviewing Progress:

Regular review and monitoring of the Able, Gifted and Talented register is vital to ensure its integrity and effectiveness. To support this:

- Six assessment cycles a year allow for regular monitoring of children who could be added to the Able, Gifted and Talented register. An “on watch” live document will be kept to check the progress of students who have met the criteria for AG+T

identification on one occasion, and need to subsequently do so again to be added to the register.

- Students who are on the register, but subsequently underperform to the point that they fall below the entry criteria of the Able, Gifted and Talented register cannot be removed. It is the expectation of the Academy that these students are of greatest need, and greater intervention is needed.