



Policy updated on: 1<sup>st</sup> November 2017

Date of review: January 2020

Responsible person: A, G & T Lead, AG&T Coordinators (Y7, Y8)

## Able, Gifted & Talented Policy

### Definitions:

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

**Able** - Refers to pupils who are ahead of their peers within the Academy, in the top 10% of attainment for their year, and are considered to be “on watch” for addition to the Able, Gifted and Talented register.

**Gifted** - Refers to pupils consistently in the top 10% of attainment for their year and are added to the Able, Gifted and Talented register.

**Talented** - Refers to pupils 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 pupil as Able, Gifted or Talented, The Boulevard Academy uses the following procedures:

**Able Children** – Are identified through monitoring of year group progress data, Literacy and Numeracy in the Transition Phase, and Progress 5 subjects (English, Maths, Science, Humanities and MFL) in the Achievement phase. A student is considered to be Able if their attainment is in the top 10% of grades recorded in any one assessment cycle. Students are then considered to be “on watch” for formal identification as a Gifted student.

**Gifted Children**- Are identified through the consistent recognition of academic success outlined above. A student is placed on the Able, Gifted and Talented register after being “on watch” if:

- Their attainment is in the top 10% of their year group for a named subject in **three** consecutive assessments
- Their attainment is in the top 5% of their year group for a named subject in **two** consecutive assessments
- The student is in the top 1% of attainment for their year group **once**. This is a criteria typically utilised to enter a student onto the Able, Gifted and Talented register in Year 7

only, when it is known from their primary school that the student is clearly a gifted student.

**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 relevant member of the Able, Gifted and Talented team.

### **Responses to Able, Gifted and Talented Identification:**

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

#### ***Actions for Supporting Able Pupils***

- In the Transition Phase, the Able, Gifted and Talented coordinators for Y7 and 8 will liaise with subject leads of English and Maths to provide colleagues in the Transition Phase with clear 'next step' planning for Able and Gifted students. These will be extension tasks that cover the curriculum topic, but at a deeper level that students in later years would typically be working towards. This 'next step' planning would be available for all Transition Phase Literacy and Numeracy schemes of work.
- In the Achievement Phase, the Able, Gifted and Talented lead will liaise with subject leaders to recognise the students aspiring towards grades 8 and 9 at GCSE and work together on strategies that will give students the opportunity to meet these grades readily.

#### ***Actions for Supporting Gifted Pupils (All of the above plus):***

- A termly meeting with the relevant member of the Able, Gifted and Talented team to discuss progress, career paths and potentially work experience placements
- Learning walks from the relevant member of the Able, Gifted and Talented team to ensure that students are adequately challenged in subjects. This could be in addition to existing quality assurance procedures.
- Links with universities will allow Able and Gifted pupils to raise aspirations. This could involve visits, or ongoing projects with universities.
- Priority for external enrichment projects such as the James Reckitt Book Award and Young Enterprise.

- If progress of an Able or Gifted pupil is limited, and the standard interventions from a pupil's learning coach still has no effect, the Able, Gifted and Talented coordinator will seek intervention.

### ***Actions for Supporting Talented Pupils***

- Termly meetings with the named member of the Able, Gifted and Talented team to discuss progress and career paths and to update on out of school activities.

- Staff will actively look for opportunities for pupils 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 pupils 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).

### **Reviewing Progress:**

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

- Progress meetings centred on Able, Gifted and Talented pupils take place once a half term between the Able, Gifted and Talented team and Assistant Vice Principals for the Transition and Achievement Phases if necessary. These will focus on identification of pupils, and the subsequent progress of students on the Able, Gifted and Talented register.
- Pupils 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.