



STAFFORD GRAMMAR SCHOOL

Prep 3-11 | Senior 11-16 | Sixth Form 16-19

Able, Gifted & Talented Policy

Policy Review

Date of Review	Reason for Review	Reviewer	Checked & approved	Date of approval	Next review
21.08.26	Updated	Director of Educational Quality and Development	Governors' Educational Standards Committee	01.10.26	01.09.27

1. Philosophy

The School **aims to inspire all pupils to achieve individual excellence and exceed their expectations**, by creating a learning environment where **all** pupils are challenged and expectations are high. There is a culture of success within the School, fostered by the creation of a positive classroom climate in which achievement is valued, expected and encouraged, and promoted by the public celebration, via School assemblies, Prize Giving, the School website, the School blog and local media, of individual achievements both within and outside of the classroom.

The School aims to provide effective provision for Able, Gifted & Talented pupils within an inclusive framework, thus providing the opportunity for all pupils to discover as well as to develop their gifts and talents and enable them to reach their full potential by providing a rich, stimulating and challenging curriculum. We also seek to offer our pupils the opportunity to extend their learning and interests beyond the classroom via a broad and varied extracurricular programme.

At Stafford Grammar School, our programme is underpinned by our School values and aims to give all students the opportunity to explore their favourite subjects and areas of interest beyond the limits of the formal curriculum. Teachers may direct students to a particular area because they are showing an interest in that area and / or potential.

Able, Gifted and Talented students are identified by individual departments and their names recorded on SIMS. (on a shared register in the Prep School) so that extra provision can be made, where appropriate, to meet their additional needs and that they are targeted to participate in additional AG&T activities.

In providing enrichment and challenge for the most able, the rest of the pupil population will also benefit and, thus, standards overall will rise.

Having identified our high ability and talented pupils we aim to provide:

- Entitlement to appropriate education for each individual
- The opportunity to work at a higher cognitive levels
- The opportunity to develop specific skills or talents
- The opportunity to experience a broader, richer curriculum
- To support and care for the whole child, both socially and intellectually.

2. Definition of an Able Gifted and Talented Pupil at Stafford Grammar School

Able, Gifted and Talented (AG&T) pupils are:

"Pupils who achieve, or have the ability to achieve, at a level significantly in advance of their peers. This may be in all areas of the curriculum or in a limited range." (Professor Deborah Eyre, *Director of the National Academy for Gifted and Talented Youth.*)

More specifically:

- 'able and gifted' learners are those who have abilities in one or more academic subjects, such as Maths and English
- 'talented' learners are those who have practical skills in areas like sport, music, design or creative and performing arts

Gifted and talented learners are identified by departments; able learners will be identified from an aggregation of these results and through the use of cognitive tests.

3. Identifying the Gifted and Talented

Teacher observation and interaction with the pupils are the most effective means of identifying highly able, gifted and talented pupils.

Each department has developed **subject specific criteria** to identify Able, Gifted and Talented pupils and use this, in conjunction with internal and external examination results and student's work in order to identify the Able, Gifted and Talented Cohort in their subject.

The following information can also be used to help to identify Able, Gifted and Talented students at SGS:

1. **Baseline data** – such as the entrance test results (those with a score of 130+) - can be used to aid initial identification upon entry to the School in Year 7. This information is made available to all departments on SIMS.
2. In addition, information from the Preparatory School and other feeder schools, as well as information from parents, who are asked when pupils join the School if their child has any special talents, can also be used to aid initial identification. This information should be passed on to relevant staff by the Gifted and Talented Lead Teacher and/or the Senior Management Team.
3. **Performance Data:** MidYIS, YELLIS and ALIS tests identify which pupils are potentially high achievers and indicate their potential in external examinations.

In the Prep School

The identification of children with high ability must come from an amalgamation of evidence from a wide variety of sources:

- teacher observations
- parental observations
- peer group comments
- observation from outside sources, e.g. club coach or music teacher
- evidence from pupil's work
- pupil's own interests
- standardised tests and norms (PIRA - English and PUMA - Mathematics)
- evidence from out of School activities.

Talented musicians have the opportunity and are encouraged to play with music groups in the Senior School. These individuals are identified by the music teacher.

Talented sports men and women are invited to train and play matches with the year above their age where the individual sports rules allow it. These individuals are identified by the sports staff.

Positive indicators are the possession of one or more of the following characteristics:

- Inquiring mind
- Verbal fluency
- Transfer / manipulate knowledge and skills
- Long concentration span
- Responds well to questioning
- Approaches tasks methodically

- Higher order thinking skills
- Detailed explanations
- Learns easily
- Original / creative / imaginative thinking
- Analytical
- Flexibility / adaptability
- Insightful
- Intellectual curiosity / inquisitiveness
- Good memory
- Strong feelings and opinions
- Ability to construct abstractly
- Ability to infer
- Good observation skills

It is stressed that no able learner is likely to possess every trait listed.

The School recognises that not all gifted and talented pupils are obvious achievers. Poor behaviour and/or underachievement may also be indicators that a pupil is gifted and talented. The potential of some gifted and talented pupils may be masked by frustration, low self-esteem, lack of challenge and low teacher/parent expectation. Such pupils need to be identified and targeted.

4. The Able, Gifted and Talented Register

Heads of Department have responsibility for maintaining and updating a list of Able, Gifted and Talented pupils within the School.

In the Senior School this list is updated at least once a year and by the end of the first half term for Year 8 and above and by the end of the first full term for Year 7.

In the Prep. School, this list is created during the first half term through discussion at the weekly staff meeting. Further updates may be needed, particularly for new arrivals in the School.

It should be noted that inclusion on the AGT register is not permanent and pupils can be added to or removed at any stage in their School career should evidence suggest that this is necessary. Each department has identified a Gifted and Talented Link Teacher (usually the HOD), whose responsibility it is to update and maintain the information on SIMS for their subject.

5. Provision

Department Planning: The key concept of the wider AG&T programme is opportunity, challenge and enrichment. Individual departments have the responsibility to cater for gifted/talented students and each has an Able, Gifted and Talented Policy which includes an outline of the provision for AG & T pupils in their subject. Schemes of work, should, where appropriate, include information about curricular provision for Able, Gifted and Talented students.

Lessons: Lessons, where appropriate, should include the use of higher order questions to challenge and develop thinking skills (analysis, creative thinking, speculation, evaluation, justification, inference, hypothesis, synthesis) This gives scope to Able, Gifted and Talented learners and promotes higher standards for all abilities. Stretch and challenge activities should be regularly incorporated into lessons.

Teachers should indicate who their AG&T pupils are in their lesson planning in order to target higher order questions at those pupils. AG&T pupils should also be provided with in-class opportunities such as: being given the chance to explain difficult concepts to the class, leading starters/plenaries, introducing new topics, taking a lead role in discussions, creating and delivering presentations, working out an example on the board, designing tests and mark schemes or undertaking independent research / projects. Boost/Intervention Groups target the higher ability individuals in small groups.

Marking: Effective use of the CPR (R and R in the Prep School) process enables subject teachers to set personalised development tasks and challenges for AG&T students in order to further and enhance their learning.

Extra-Curricular: Departments may include extra-curricular enrichment opportunities, such as clubs, societies and educational visits and competitions (internal and external).

Whole School initiatives include the Hobbies Exhibition, the great egg race competition, themed photography competitions, debates open to different year groups, Y6 Science Crest awards, Y9 Business event. Lunchtime Lectures target AG&T students in Year 10 and above by offering them the opportunity to attend lectures, delivered by teachers / outside speakers / sixth form students, on subjects outside of the curriculum area.

In several subjects the Sixth Form and AGT pupils are involved in mentoring peers and other pupils in the lower years in the School.

Other competitions/events include:

- Royal Society of Economics Young Economist of the Year Competition.
- Sports fixtures and House Polyathlon (typically 33 competitions a year - details available on request)
- The Foundation for The History of Totalitarianism Sixth Form Essay competition
- ISA essay writing competition.
- Foyle Young Poet of the Year Award.
- Read 4 Good Readathon.
- The Science faculty have an extensive programme of competitions
- The National School Theatre Awards
- ISA Drama competitions
- Newcastle Speech and Drama Festival
- National Concert Band Festival
- The Music Department hold a number of concerts (approximately 40 a year)
- ISA Young Musician of the Year competitions
- ISA Art Competition
- The School Essay Writing Competition (KS3, KS4, KS5)
- Stafford Schools Poetry Competition
- BBC 500 words
- Geography Photography Competition
- UKMT Maths Challenge
- British Language Championship
- Computer Science Brebas Challenge

6. Monitoring

The progress of AGT pupils at SGS is monitored as follows:

- 1) By individual subject teachers and Heads of Department, using formative and assessment data, as well as student's work. Rigorous use of the CPR (Comment, Progress, Review) process is important in measuring both immediate progress and progress over time.
- 2) By the Heads of Section and the Senior Management Team at the half termly Pastoral Meeting, using assessment data and / or grades.

- 3) In the Prep School data is used from termly assessments (PIRA - English and PUMA - Mathematics) to identify and track pupils. These are discussed at the Prep leadership meeting and staff meetings.

Other

Out of Year group children - In exceptional circumstances individuals have been accelerated into the year above. This is discussed with staff and parents. It has to be right for the individual not just academically but physically, socially and emotionally.

Departments will be given the opportunity to receive appropriate training in order to support staff in the delivery of their Able, Gifted and Talented programmes. Training may be specific to individual subject departments or as part of whole school continuous professional development.

Each department has nominated a AGT Link teacher to act as a liaison / point of contact with the Deputy Head Academic.

The School is a member of the National Association for Able Children in Education.