



Academically Gifted and Talented Policy

	Version 2.0
Approved by Education & Standards Committee	Autumn 2023
Approved by Full Governing Board	Autumn 2023
Next Review Date	Autumn 2024
Statutory / Non-statutory	No
Website?	Yes
Key Individual	Deputy Headteacher, Academic

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1. Vision:

Wider school vision:

Our vision for the Archer Academy is rooted in our desire to provide an outstanding, inclusive and aspirational education for local children that will prepare them for adult life.

We have high expectations of our students and motivate them to have high aspirations of themselves, driving a desire to achieve more than they ever thought possible and through this realising their potential. We strive to foster a love of learning, a culture of curiosity and adaptable skills built on resilience and independence to enable students to rise to whatever future challenges they may face.

Academically Gifted and Talented (AGT) Vision:

As a school, we recognise that some students may possess exceptional talents or skills above and beyond that of their peers. This may include exceptional academic ability across all (or in one) subject, advanced leadership qualities, ability in creative or performing arts and sporting ability. These students are identified in our academically gifted and talented cohort.

It is our vision to ensure that our academically gifted and talented cohort has a high profile across all aspects of school life. We intend to ensure bespoke, high quality provision, enabling AGT students to fully realise their potential, leading to excellent outcomes and an embedded culture of high aspirations, academic rigour and independent learning.

We intend to further develop the expertise and teaching practice of all members of staff in relation to teaching practice and pedagogy of AGT education to become experts in their field and competent to deliver the high levels of academic rigour required to stretch and challenge all learners.

2. Aims of Academically Gifted and Talented (AGT) provision:

- To develop a clear, consistent, robust system of identification of AGT students both at whole school and subject specialist level to ensure a shared understanding of this.
- To effectively record, monitor and track progress data for academically gifted and talented students, ensuring swift identification of underperforming students in the AGT cohort.
- To develop a range of strategies to further accelerate the performance of identified vulnerable groups within the academically gifted cohort to ensure they make progress in line with national and local averages as a minimum.
- To provide students identified as AGT with an ambitious, holistic and bespoke provision of academic, vocational and wider opportunities, rooted in the whole school vision to secure academic outcomes, as well as enable students to thrive in life after secondary school.
- To enable students identified as AGT to participate in a wide range of enriching opportunities to develop intellectual curiosity and love of learning, engaging them in even higher levels of academic discussion and developing greater confidence in students' ability to tackle new and difficult ideas
- To establish a monitoring, review and evaluation process that effectively informs our AGT strategy and provision and leads to high quality staff Continued Professional Development and training.
- To empower staff and all stakeholders with the knowledge and tools and ongoing professional development to provide pedagogical approaches that effectively accelerate the progress of AGT students, recognising the needs of this group whilst providing appropriate challenge for all.
- To further improve standards of teaching across all Key Stages for academically gifted and talented students.

3. Outcomes of our AGT provision:

Our ambitious aims should lead to the following outcomes for our AGT students during their time at the Archer Academy:

- All students identified as academically gifted and talented realise their academic potential; securing their aspiration target grades.
- All students identified as academically gifted and talented have taken part in a regular, and tracked, programme of opportunities to provide stretch and challenge.
- The impact of each opportunity provided to students is measured and evaluated; clearly demonstrating the difference it has made.
- All students identified as academically gifted and talented have completed a variety of independent projects and taken part in a programme of enriching opportunities.
- All students identified as academically gifted and talented are confident, resilient, independent learners

4. Definition and Identification of Academically Gifted and Talented students:

Academically Gifted and Talented students at the Archer Academy are identified as those who are achieving or who have the potential to achieve a level substantially beyond the rest of their peer group.

The term should be used to encompass those who are able across all subjects areas as well as those who show exceptional talent within one or two subject disciplines.

AGT students may demonstrate some of the following attributes:

- Exceptional scores in external testing (SATs/CATs)
- General intellectual ability
- Specific academic ability or talent
- Strong leadership ability
- High levels of creativity
- High levels of analytical or critical thinking
- Advanced levels of articulation and communication in both written and verbal contexts
- Advanced abilities in empathy and understanding

High Attaining Pupils:

In addition to our AGT cohort, we have a wider cohort of students who have shown potential to achieve above and beyond that of their peers, but may have missed some of the key identifying benchmarks from our identification policy.

This includes students who have achieved 117 or above in Cognitive Abilities Test scores, students who are identified as HAP in whole school data or students who have shown potential upon joining the school to work as part of this group.

These students may not take part in the entire AGT programme, but will be offered provision where additional capacity is available or where there is a particular interest, request or suggested involvement from HOYs/HODs/ or any subject teacher.

5. Identification of our Whole School Academically Gifted cohort:

We identify students who are academically gifted and talented using Cognitive Abilities Tests which are taken at the beginning of year 7 to assess both verbal, quantitative and non verbal ability. The tests assess general intelligence and innate ability.

The national CATs benchmark for identifying academically gifted and talented students is a score of 120. The school uses this benchmark to identify students who have the potential to achieve a level substantially beyond the rest of their peer group.

Further to this, where a student joins the school after the CATs testing in year 7, or where a student makes progress way above and beyond that of their peers, internal assessment processes can be used to establish if a student has ability to be AGT and such students can be added to the cohort. Identification of our Subject Specific Academically Gifted cohort takes place through subject specific formative and summative assessment points, where the top 10% of students are identified.

All subject areas are responsible for nominating AGT students who have shown ability or talent substantially above and beyond that of their peers in subject specific areas. These students should be identified using subject specific formative and summative assessment scores, where attainment levels are substantially above that of their peers, this would normally involve the top 10% of learners within a cohort.

6. Roles and responsibilities of our AGT leadership team:

The leadership of academically gifted and talented provision falls within the assessment, teaching and learning team. Within this team there are several specific leadership roles designed to ensure a strategic and bespoke provision for AGT students.

The key leadership roles are as follows:

Deputy Head (Academic):

- To oversee the strategic development of our AGT strategy and policy and support the development of AGT leads.
- To ensure opportunities for CPD, training and best practice are embedded so that all classroom practitioners are innovative in their practice, secure consistently high expectations in relation to stretch and challenge targets and lead students to excellent outcomes with teaching that is at least good and often outstanding.
- To ensure that outstanding pedagogical practices are providing high levels of academic rigour to stretch and challenge all students, enabling them to realise their potential.

Lead Teacher for Academically Gifted and Talented provision:

- To oversee the strategic leadership of our AGT programme, shaping both the vision and provision and engaging in the regular self-evaluation and school development planning.
- To design a wide reaching AGT provision map, that specifically includes opportunities within each term for each cohort and demonstrates progression as students move through the school.
- To ensure regular collaboration and dissemination of information with all stakeholders including the governing body, senior leaders, middle leaders, teaching staff and all other stakeholders.
- Motivate and support staff to enhance their teaching repertoires and develop innovative practice in the development of AGT education.
- To build relationships with partner school, external organisations and Universities that provide bespoke provision and opportunities for students identified as academically gifted and able; such as the Sutton Trust, The GT Scholars Programme, MENSA and Potential Plus.

Key Stage Scholars Coordinator Roles:

- To support the induction of newly identified AGT students in year 7 through student and parent induction meetings
- To organise and lead on a range of bespoke enrichment opportunities for students identified as academically gifted and able such as Philosophy for Children, Book Clubs, Debating, Public Speaking, research and study skills, and entrance into local and national competitions.
- To develop and embed an academic mentoring programme to support students identified as academically gifted and talented, securing the skills of independent learning and resilience.
- To mentor and support AGT students so that they are confidently able to realise their potential.
- To liaise with key stakeholders, ensuring that information about these opportunities is well communicated as necessary.

Lead teacher for Debate Mate and Brilliant Club programmes (external providers):

- To organise and lead on Debate Mate and Brilliant club, liaising with external providers and organising key events.
- Ensuring high levels of uptake and engagement in both extra-curricular opportunities for relevant year groups
- To provide individual support for key students to better enable them to take part in these key opportunities.
- To liaise with key stakeholders, ensuring that information about these opportunities is well communicated as necessary.

7. Roles and responsibilities of the wider school community;

The AGT leadership roles and responsibilities are further supported by a whole school approach focused on pedagogical practices that foster high levels of academic rigour and embedded opportunities for creativity, articulation, analytical thinking and collaboration in line with our Archer Outcomes.

Senior Leaders:

All senior leaders in the school should ensure that provision for AGT students has a high profile across school development and evaluation work under their areas of leadership, actively seeking opportunities to further improve provision and practice across the school for AGT students.

Senior Leaders should ensure line management regularly provides the chance to monitor, review and evaluate provision for AGT student cohorts. Data and targets should be rigorously reviewed to ensure that middle leaders are held to account and where necessary swift intervention and action plans should be used to effectively address areas of underperformance of AGT students.

All senior leaders should ensure that ongoing professional development under their areas of leadership, leads to a better understanding of the provision and practice required for AGT students.

Heads of Department (HODs)

In subject departments, all Heads of Department and Directors of Learning should ensure that:

- There is an enriching subject curriculum, supported by curriculum plans that are designed to support students in accessing high level work and support knowledge rich and enquiry led learning.
- Student performance data is rigorously tracked and monitored to recognise the highest performers and identify areas for improvement in relation to black flight paths, grade 7- 9 targets and performance of Academically Gifted and Talented students. Action plans are established and monitored following analysis to secure intervention for the AGT cohort.
- Work is set at an appropriately challenging level to ensure learning is well differentiated and students have consistent opportunities of 'honours thinking' tasks to utilise higher order thinking skills.
- All members of the department team make use of formative and summative assessment to challenge students. Feedback should be designed to help students further improve with 'even better if' (EBI) to guide improvements. AGT students should be provided with sufficient time for review and redrafting, enabling students to reflect and make effective improvements to their work.
- Teaching and Learning is reviewed and monitored throughout the calendar year. Lesson plan templates and criteria for lesson reviews explicitly refer to challenge and engagement of the most able to inform CPD
- Additional enriching opportunities are embedded across the curriculum and accessible across all year groups, including workshops, trips, national and local competitions, master classes, book talk and career advice are

Heads of Year (HOYs)

All pastoral leads should secure a high profile of the AGT cohort amongst the pastoral team, by ensuring that:

- behavioural and social needs are being fully met to enable AGT students to learn effectively and engage with the wealth of opportunities afforded to them
- ensuring high levels of attendance and punctuality and removal of all barriers to the success of this cohort.
- To support the communication around the AGT provision to ensure high levels of attendance and participation
- the process of setting of AGT targets through the LRD effectively broadens interests, develops new skills and extends beyond comfort zones.
- pastoral provision provides a robust academically challenging platform for student development.

Subject Teachers:

First and foremost our provision for AGT students should come from the high levels of academic rigour afforded to each individual through outstanding pedagogical practices in the classroom. All classroom practitioners should:

- know which students are part of the AGT cohort and make sure they are identified in planners and on lesson plans/ class chart seating plans.
- track the progress of these pupils and raise praise/concerns with HOD/HOY and AG&T leadership team appropriately.
- plan lessons to stretch and challenge all AGT learners using a range of strategies identified in our teaching toolkit, Flash Friday's and models of best practice.

- set homework to support independence, use of technology, wider research and project work allow students to develop a range of skills.
- support departmental enrichment and wider opportunities to further support the development and learning of AGT students.

The role of other stakeholders:

- Student leadership plays an integral role in the monitoring of teaching and learning of AGT students. We find out what students think through focus group exercises and student surveys.
- Parental opinion also helps to evaluate our practice through parental surveys.
- Governors and the founding body request termly presentations to review the current picture of teaching and learning and share action plans for improvement

8. What is the provision for our academically gifted and talented cohort?

Each year group has a bespoke academically gifted provision, designed to enable progress towards excellent outcomes across each year group in the school. **An example of best practice provision might be as follows:**

Year 7:

Aims:

- Engage with a range of new and diverse secondary school subjects to enhance enthusiasm and curiosity
- Explore the core principles and disciplines of secondary school subjects
- Engage in wider discussion, debate and articles related to subjects

Provision:

- Academically Gifted and Talented identification
- AGT parent induction
- AGT student induction
- Philosophy sample lessons
- Subject masterclasses
- Review of student books with key AGT students
- Student voice and leadership opportunities

Year 8:

Aims:

- Facilitate Interest and curiosity in wider issues
- Support research and presentation skills
- Refine and develop public speaking skills and academic writing
- Engage in higher order thinking skills such as ethics, logic and reasoning
- Supporting University Links

Provision:

- Think tank 'change the world' sessions and presentations
- Intermediate Philosophy sessions provided by the Philosophy Foundation (external provider)

Year 9:

Brilliant Club

Aims:

- Master public speaking skills and academic writing
- Engage in higher order thinking skills such as ethics, logic and reasoning
- Provide opportunities for self-management and leadership

Provision:

- Advance Philosophy sessions provided by the Philosophy Foundation (external provider)
- Debate mate
- Brilliant club (external provider)
- Debate mate (external provider)

Year 10:

Aims:

- To engage in current affairs within the areas of politics, economics, race, gender and class
- To increase exposure to a range of sources including articles, podcasts, lectures and live talks

Provision:

- Weekly ethics, politics and psychology master tutorials

Year 11:

Aims:

- Support preparation for examinations
- Provide additional time and space to reflect on progress
- Provide advice for life after secondary school and next steps
- Increase independence and responsibility of progress and attainment

Provision:

- Group sessions throughout the year focusing on progress within key subjects, setting targets, useful revision tools, writing applications, work experience and money management
- Core subject masterclasses
- Year 12 preparation programmes

9. Evaluating the success of academically gifted and talented provision?

We use a range of strategies to effectively monitor and evaluate the success of our AGT strategies and use the findings of these to further develop a bespoke action plan to continue to improve our success.

Key evaluation measures include:

- Student voice surveys
- Enhanced analysis of student progress data
- Exam results analysis
- Lesson and book reviews conducted termly through whole school monitoring weeks
- Outcomes of Brilliant Club and Debate mate projects and competitions
- Attendance and engagement with provision

10. Linked Policies

- Assessment teaching and learning policy
- Curriculum Policy
- Academic Setting policy
- CPD Policy
- SEND policy

DATE OF NEXT POLICY REVIEW: Autumn 2024