



OUR LADY'S ABINGDON (OLA) ABLE, GIFTED AND TALENTED (AGT) POLICY

The current version of any policy, procedure, protocol or guideline is the version held on the OLA website. It is the responsibility of all staff to ensure that they are following the current version.

Document Details

Information Sharing Category	School Domain
Version	1
Date Published	September 2022
Authorised by (if required)	Head
Responsible Area	Leadership Team

We comply with the Government guidance and regulations, currently in force, regarding COVID.

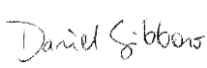

Availability: All who work, volunteer or supply services to our school have an equal responsibility to understand and implement this policy and its procedures both within and outside of normal school hours, including activities away from school.

Monitoring and Review:

Reviewed: September 2022

Next Review: September 2023

Signed:

Head	Deputy Head
Mr Daniel Gibbons	Dr Beth Reynaert
Signed: 	Signed: 

1. AIMS & RATIONALE

- To live by our foundress words 'To each according to their need'
- To raise the aspirations of all pupils via a context of 'challenge for all'
- To encourage high expectations of achievement by all pupils.
- To encourage greater enterprise, self-reliance and independence in all pupils.
- To ensure that all pupils have opportunities to develop specific skills or talents in accordance with OLA's aims and values
- To ensure that provision for the more able is a whole staff responsibility

2. CONTEXT AND DEFINITIONS

'Every child wants to be good at something, and every child can be.'

Professor Joan Freeman, Patron of NACE, 'How to Raise a Bright Child'

'Meeting the educational needs of the gifted and talented is about building on good general school provision, not about providing something entirely different.'

Professor Deborah Eyre, 2001

In general NACE (National Association for Able Children in Education) uses the term "more able". However, for a small group of learners we use the term "exceptionally able". OLA welcomes an inclusive definition to include the wide spectrum of human talents and abilities, recognising multiple intelligences not only academic strengths. In some instances, we may refer to

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the following terms:

- DfE's use of "**higher attainers**" refers to learners achieving the highest standards in English and maths. The DfE define the more able in terms of those whose progress and attainment significantly exceed age-related expectations.
- NACE looks beyond this to include those who may be underachieving or whose skills and knowledge may extend beyond national measures of progress and attainment.
- **Dual exceptionality** is used to describe young, able children who have complex or additional learning needs, for example autistic spectrum disorder.
- A more able pupil is one who has the capacity for or demonstrates high levels of performance in an academic area, or who demonstrates particular ability in a non-academic area:
 - physical talent
 - visual/performing abilities
 - outstanding leadership and social awareness
 - creativity.

3. LEADERSHIP

There is a commitment to more able learners from Governors, the leadership team, Heads of Department and teachers:

- OLA has a **Governor** with a focus on more able learners – responsible for ensuring that the Deputy Head, the Assistant Head (Academic), the Head of Faculty with responsibility for Scholars and the Head of Faculty with responsibility for enrichment, make progress within the framework of OLA's Philosophy for Learning (which includes Challenge and Resilience as part of the 'Pivotal Learning' strategy)
- The **Deputy Head** oversees the overall coordination of CPD and INSET related to the 'Pivotal Learning' strategy, supporting others to ensure that all pupils are challenged and build resilience.
- The **Deputy Head** and **Assistant Head (Academic)** are responsible for progressing with the NACE Challenge Award
- The **Head of Faculty with responsibility for Scholars** liaises with the Assistant Head (Academic).
- The **Head of Faculty with responsibility for Enrichment** liaises with the Assistant Head (Academic).
- The **Heads of Section** work closely with Assistant Head (Academic) on Challenge initiatives
- The **Teaching & Learning working group** involves school leaders, teachers and support staff.
- The **School council (Lower and Senior)** meets twice a term and 'challenge' is a standing item on the agenda

4. IDENTIFICATION OF THE MORE ABLE

OLA uses a range of methods to identify the more able and uses tools to reveal pupil abilities in a variety of contexts, looking beyond test results and teacher assessment.

The process is ongoing: **provide – identify – provide**.

One or more elements of the following will be used to identify this group:

- entrance assessment tests (age appropriate)
- teacher nomination
- checklist of characteristics
- transition information
- data and pupil tracking information
- subject-specific criteria
- examination results (internal and public)
- teacher observation and assessment results at class and departmental level
- INCas/MidYis/YELLIS/ALIS scores
- Public Examinations
- CAT Scores (academic scholarship candidates)
- Information from parents or previous school.

More able pupils can be:

- good all-rounders

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- high achievers in one area
- of high ability but low motivation
- of good verbal ability but poor writing skills
- very able but with a short attention span
- very able with poor social skills
- keen to disguise their abilities.

5. PROVISION FOR THE MORE ABLE

OLA's Pivotal Learning focus alongside a broad curriculum, teaching and learning will provide sufficient challenge for all to pupils. 'Challenge for all' is a CPD focus. Lesson planning and whole school planning (Schemes of Work) will include strategies for this group with regard to:

- identification of these pupils
- varied teaching approaches, including differentiation
- strategies to challenge more able highlighted in planning documents
- differentiated questioning, higher-order thinking skills, open-ended tasks
- mastery and beyond mastery
- Activities involving research/study skills, problem-solving, decision-making, analysis, synthesis, creative thinking, speculation and evaluation
- Purposeful talk about learning
- setting and grouping arrangements (where applicable)
- acceleration, fast track groups, early entry for exams (where appropriate in cohort)
- Effective use of classroom, library and online resources
- Explicitly taught thinking skills
- extra-curricular opportunities and a flexibility for children's needs. (involvement in sports fixtures, music (orchestra, performing in assembly etc) and Art)

Any exceptionally able children will be planned for according to their individual needs.

Classroom based provision - differentiation by:

- outcome
- rate of progress
- differentiation 'in the moment'
- setting different tasks which offer opportunities for enrichment and independent learning
- scaffolding to access challenging tasks
- providing access to a range of resources
- taking account of different learning styles.
- Specialist teachers
- Teaching assistants in Lower School – offer interventions for small groups

School based provision:

Enrichment activities, including clubs, societies, activity days, master classes, day and residential visits, visiting specialists, weekend activities, summer schools, are planned carefully and monitored.

Such activities include:

- Opportunities for problem-solving, decision-making, analysis, synthesis creative thinking, speculation, evaluation and research
- Collaboration with other schools, external organisations, governors and other individuals with appropriate expertise
- Opportunities for students to engage with "real life" scenarios
- Use of local resources such as libraries, art, drama or theatre groups

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- Opportunities to take part in performances, sporting activities, community and other projects
- Participation in national schemes, competitions and festivals (opportunities for performance)
- Specialist teaching (in some classes and for some subjects, eg: Greek off timetable)
- Use of library and ICT resources to foster independent learning
- Opportunities for Debating (to be arranged)
- Clubs in Lower School (eg: green power)

OLA provides opportunities for pupils to have flexible pathways, so that they can pursue interests outside of school. Pupil achievements are celebrated in the weekly newsletter and assemblies.

6. ORGANISATIONAL

PSHEE:

Within the framework of PSHEE provision there are opportunities for emotional, social and intellectual development; developing inter-personal and intra-personal skills, emotional intelligence, creative development, self-esteem.

Pupil Wellbeing:

As part of OLA's Pivotal Learning strategy, there is a focus on 'academic buoyancy'. We recognise that more able pupils can experience unique challenges, such as pressure to perform and perfectionism.

- Staff and pupils have 'buoyancy' training
- Pupils of concern are discussed and highlighted in the pastoral bulletin
- Individual support is given for more able pupils to achieve
- Pastoral support from class teacher, form tutor, Pastoral Assistant or Assistant Heads
- Mentoring, coaching and peer support, e.g. buddy scheme
- Pupil voice – representation on school council
- Partnership with parents and carers

Resources and partner institutions:

- The Public Lecture programme involves the use of outside experts and/or specialists, mentors, Oxbridge
- OLA has a supra-curricula approach for Lower Sixth
- whole class, group work, paired work, independent study will be regularly used by staff
- OLA subscribes to NACE Challenge Framework
- OLA subscribes to UniFrog

Continuing Professional Development

OLA has regular CPD meetings where training is delivered. Training includes:

- NACE training
- Sharing best classroom practice
- Reporting and feedback
- Teaching & Learning working group
- Digital pedagogy

7. RAISING AWARENESS AND MONITORING

The class /subject teacher, Head of Faculty and Subject Coordinator has responsibility for:

- developing criteria for identifying more able pupils
- raising staff awareness of strategies which can be used for this group and assembling examples of good practice
- monitoring and evaluating the success of implementing strategies
- liaising with other curricular areas to share good practice
- recommending INSET requirements as necessary
- reporting regularly to the Assistant Head (Academic) – Pass, Review, Concern

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- Pupil Progress Meetings, between Assistant Head (Academic) and Heads of Section and Heads of Faculty

8. MONITORING, ASSESSMENT AND EVALUATION

The effectiveness of the School's provision will be evaluated and monitored by:

- teacher assessment
- use of cognitive ability tests
- regular tracking of performance of individuals and sub groups
- regular tracking of attendance
- Comparison with local and national outcomes
- pupil self-assessment in the Senior School
- Arrangements for receiving information or passing it on at transfer and transition
- analysis of standards achieved
- Pupil profiles and portfolios
- evaluation of learning outcomes
- recognition of pupil achievements (Celebration assemblies etc)
- Termly Pupil Progress Meetings
- Termly updates of the More Able register and the sharing of this document with all staff.

Pupils who are under-achieving are identified through:

- Target tracker comparison with INCas (in Lower School)
- Reports and Progress Checks vs MIDYIS/YELLIS/ALIS (in Senior School)
- Pass, Review, Concern system

9. POLICY REVIEW AND DEVELOPMENT

This policy is aligned with OLA's Pivotal Learning strategy. The policy will be reviewed in the Trinity Term 2023 by the Leadership Team.

Monitoring of the impact of the policy will include focused monitoring of the quality of teaching for more able learners