



Able, Gifted and Talented Policy



1. Vision and Values

This policy is underpinned by our Academy core values of:

SAFETY

KINDNESS

RESPECT

It also supports our academy aims of ensuring that all students will:

- Have the opportunity to achieve qualifications that reflect their potential
- Learn to take responsibility for their own learning and be successful in further education, training or employment
- Be able to take their place within society as responsible citizens, to respect themselves, others and their environment

Through highly personalised teaching and support, all Notton House Academy students will be provided opportunities to develop to the fullest of their potential. Many students have additional abilities, talents and areas of interest that require opportunities that extend beyond the curriculum offer available to all students and this policy seeks to address those particular needs.

Ultimately this policy is supporting a programme that intends to improve opportunities in often quite unique and innovative ways to enrich the educational experience of our most able students.

2. Defining 'Able, Gifted and Talented'

There are gifted and talented learners in every year group in every school. The government defines gifted and talented pupils as, "those children who are achieving, or who have the potential to achieve, at a level substantially beyond the rest of their peer group." At Notton we have also extended this definition to include areas of interest. The rationale for this being that where areas of interest exist that extend well beyond what the academy offers students as part of their core entitlement, we need to meet the needs of our learners by providing regular opportunities to explore these interests.

3. Student identification

Each year, as an academy, we identify groups of students who are performing in the top 10% in a wide range of subjects. We also identify students who possess a talent in specific areas both within and beyond the curriculum (for example, they could be talented at gymnastics or with a particular musical instrument). In addition, we identify students who have specific interests that would not normally be developed through our curriculum; an example here might be to develop an interest in acting.

4. Management and delivery

What is in place to support the achievement of students identified as AGAT or with specific interests?

4.1 Roles and responsibilities:

Every teacher is asked to submit nominations for students in their groups where the students is identified as able, with a talent or a specific interest beyond the curriculum.

The deputy headteacher collates a list of students and, with the support of colleagues, creates a bespoke programme each year to support the aspirations of these students. (see Appendix A)

4.2 Teaching, learning and assessment

The impact of the AGAT programme is assessed and each student's achievements are tracked to enable the academy to monitor additional achievements and progress throughout the programme.

4.5 Monitoring, reviewing, evaluating and reporting

Our AGAT programme is reviewed annually to identify where it has enabled additional progress to be made for individual students within the programme. This process relies heavily on student voice to inform successes and contribute to future development.

5. Stakeholders and partners:

5.1 parents/carers

We recognise the important role that parents have in their child's development, interests and aspirations. As a result, we hold three academic review days each year where parent/carers are kept fully informed of their child's progress and we aim to find out about their aspirations for their child. In addition, as all students hold and EHCP, we also hold annual reviews that formally capture the parent/carer views on their child. As part of this process, we aim to feedback on the impact of the AGAT programme to parents and carers.

5.2 External agencies

We work with a wide range of external partners to help us deliver bespoke programmes for many of our students. These external partners also help support some of the additional interests and talents for a number of our students.

6. Links to other policies

For further guidance please refer to our:

- Safeguarding/child protection policy
- Curriculum policy
- Equal Opportunity Policy

7. Monitoring arrangements

This policy will be reviewed by the Deputy Headteacher annually. At every review, the policy will be approved by the Academy Councilors.

Policy Written by: Paul Kearley

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To be reviewed: October 2022

Appendix A

Register of Able, Gifted, Talented and Interests

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