WCHS AG&T/Most Able Statement

This document states the aims, principles and strategies for addressing the needs of Able, Gifted and Talented pupils, and seeks to raise the standards of all pupils who attend Whitworth Community High School.

School philosophy and aims

At Whitworth Community High School we recognise that all students are individuals with their own strengths and weaknesses, gifts and talents. For our school this means not simply treating everybody the same but understanding and tackling the different barriers which could lead to unequal outcomes for different groups of students in school, whilst celebrating and valuing the achievements and strengths of all members of the school community.

We affirm that every student has the right to be included in a broad, balanced and relevant curriculum; and that each student is entitled to have the opportunity to participate fully in an education which inspires, challenges, motivates and rewards them, ultimately enabling them to achieve their individual potential.

Provision for able, gifted and talented students is an integral part of the teaching and learning that takes place at Whitworth Community High School. All teachers are teachers of the Most Able, and providing for their needs is a whole school responsibility. Thus every teacher is responsible for recognising the needs of Most Able students and ensuring that they are afforded subject-specific appropriate teaching and learning in order to achieve their potential.

Definition and scope

Able, Gifted and Talented students are those who have the ability or abilities beyond the large majority of their peer group and consequently require a more challenging curriculum than that appropriate for the large majority. Able and gifted students have the capacity for, or demonstrate high levels of performance in academic areas, whilst talented students show ability through creative or physical talents. They may also be good all round performers or high achievers in one specific area.

Generally, such students will make up approximately 5-15% of the school population though no fixed limits should hinder or prevent a student being included on this list if the criteria are satisfied. Ability is a continuum with no clear cut off points so that it is not necessary to define ability precisely within narrow limits. Provision must be appropriate to enable students to achieve what they are capable of in many or specific areas of study. Within the Able, Gifted and Talented group there will be a diverse range of ability.

Intelligences can change over time as the students develop and the group of Able, Gifted and Talented students identified will also change to reflect such development. Once on the register, students will not normally be removed, though a thorough review will take place at least yearly. Students can only demonstrate what they are capable of when given the opportunity to do so.

As such, all staff have a responsibility to ensure that the needs of Able, Gifted and Talented students are met in lessons and beyond, through additional opportunities where appropriate.

Identification

Identification of Most Able students is an ongoing process and the students included on the register may vary over the course of their time at Whitworth Community High school.

When identifying the Most Able students we will be guided by the following eligibility criteria:

- KS2 average point score at transfer of 111+ (y7,8,9) or 30+ (y10/11)
- Mean CAT of 121+
- Non Verbal CAT of 120+

- Any individual CAT of 129+
- 5 or more teacher nominations.

Target Population: We expect the % to be approximately 15% of the intake of the year group. Of those, about half might be identified as exceptionally able, i.e. scoring highly on all the criteria listed above.

Additionally, each subject creates their individual "Talented in Subject" list. This will include students that they deem to be particularly talented in their subject area based on departmental criteria and the range of data available to them. These students may already appear on the whole school able, gifted and talented list, or they may be different, dependent on an individual's talent in a subject. The AGT Co-ordinator will also be made aware of these students but these lists will not be entered on SIMs and instead are held by departments. It is the responsibility of the Director of Learning/ Teacher in charge to monitor that students on these lists are suitably challenged in their subject.

It is important to realise that not all Able, Gifted and Talented students are obvious high achievers and may underachieve when their potential is masked by factors such as frustration, low self-esteem, lack of challenge, peer pressure and low parent/teacher expectations. As such a broad and inclusive approach to identification and monitoring the progress of AGT students is essential.

Process

On entry to the school in Yr 7, the AGT lead will compile a draft register of new AGT students.

This will be based on primary school nominations/info, average KS2 scores, CAT scores as well as reading/spelling ages. Further consideration will be made following baseline assessments. During the Autumn 2 term departments will be asked to nominate students who have a gift or talent in their subject for further inclusion on the register, which will then be distributed to all staff. Towards the end of each academic year, faculties will be asked to nominate any students who have developed throughout the course of the year for consideration for inclusion on the register.

Parents will be informed of the inclusion of their child on the register and be able to access additional information with regard to what this means, and what information and activities both they and their child can access. A Headteacher's Coffee Morning will be held for the students with regard to outlining what being on the AGT register means, and what information and activities they will be doing.

Strategies

At Whitworth Community High School, work will be carefully matched to meet the needs of all learners. It is important that AGT students are challenged inside the classroom and given opportunities to develop academically, culturally and creatively. A range of strategies will be employed by staff to ensure that work meets the needs of the AGT cohort.

Good practice includes:

English	Maths
Grade up tasks - Students provided with direct instruction on how to grade a step higher	**Interleaving Topics in KS3/4 -** Topics interleaved in questions as early as year 7.
Home learning KS4 Aim Higher tasks within booklet - Introducing critical analytical texts to stretch their wider critical understanding of textual themes.	**Early exposure to GCSE Questions -** From year 7, students become confident with exam question types of the new 9-1 GCSE.
Spellings KS3 Home learning - Complexity of spelling vocabulary with definitions required.	**Maths from the past - spaced learning -** Spaced learning within the curriculum.
	SSDD- Students to recognise topics which are applicable to the question given the same surface.

High expectations and aspirations through rigorous standards and vocabulary. - Culture of high expectations. ● Use of higher level vocabulary ● Expectations of success translated into grades and fedback to students as part of the narrative journey **Model examples -** Example ……… adhering to a model rigorous standard demonstrating higher thinking skills **Discussion, debate and questioning. -** Philosophical and thematic linked discussion exploring wider cultural connections between the issues presented by text. Requirement through questioning to develop answers. Oral literacy. **Differentiation by outcome -** E.g. PEAE becoming PEALE for more able. Seeking reinforcement or justification in the link. **Assessment and feedback -** Through coded marking giving individual personalised stepped challenges for DIRT tasks.	**Sharing exam mark schemes -** Students to recognise key triggers to obtain marks. **Link with other schools. -** To raise aspirations for students. Problem solving/ revision sessions with HA Students. **Teaching A Level Content. -** Stepping up on the Edexcel grade 9 questions by introducing core 1 maths. **Maths challenge UKMT -** Year 8/9 students entering UKMT. Junior UKMT. UKMT questions used in lessons.
Science **Challenge Questions -** Through the use of Educake- only challenge questions set. Challenge questions in lessons. **Trips -** Bolton Boys, Science Live, Stretch students knowledge, Career , Aspirations **Triple Science -** Prep for further study wider knowledge or science. Extra GCSE. **Planning/ running activities in lesson. -** Develop own understanding, confidence, ability to lead others. **Speakers -** Lancashire science festival speaker, Hanson Springs, Potential for medic **Blooms** Objective/ outcomes Target questions accordingly Continuum **'Go further' tasks-** As part of DIRT go further tasks added **Extension tasks in 7 / 8 ITL -** Open ended tasks to allow AGT Students to flourish **Open Evening** - Demonstrate to other students and parents **Creativity Choice -** Allow AGT Students to decide how to present their work rather than dictate. **Primary School Visits** - Take AGT students back to primary school as part of visits. **Careers -** Discuss further prospective careers and potential of opportunities in university when possible in lesson.	**Humanities** **Regular use of challenge questions in lessons:** AGT students are asked to verbalise responses to challenging unseen tasks, both to stretch them and model thinking for other students **Assessment and Feedback:** Students lead DIRT feedback. AGT pupil leads group to help write down model answers. **Tasks:** Students are challenged by using open ended questions which lead to multiple pathways to progress. **Speculative tasks:** these allow a greater depth of analysis. Students provide own thematic structure to factual information, developing command of second order concepts. **Essays:** provide opportunities for analysis of answers by deconstructing top level model answers. **Private research tasks:** Research a particular person or event and explain the relevance to the query being studied! Students present their findings to the class to develop oracy and strengthen neural connections across the corpus callosum. **Academic language:** To stretch and challenge - encouraging students to use key terminology effectively. Students engage with second order academic texts (selected excerpts) to synthesise and summarise the viewpoints of respected academics and engage with university level thinking. **Seating plans -** Placing stronger pupils together so they push each other. Using paired talking strategies such as carousels to "trickle down" knowledge from GT students to other members of the class, as well as giving GT students the opportunity to "learn by teaching" **Differentiated HL.** **Differentiated exam question sheets.**

Creativity Faculty

Art
Freedom to fall - Instill a sense or a willingness to take risks in their work. Often high creativity requires a greater willingness to push boundaries of ideas, skills and techniques.

Will to Skill - Art requires practice, repeat process it can seem at times a bit dull when developing skills but these skills can be improved, these improved skills lead to improved standards which leads to higher grades.

Stickability - A sense of endurance it's a 'long game'! Work requires long term investment to see the bigger picture, to understand work can and does require patience which needs to be a major emphasis to ensure that students can develop more mature work of exceptional technical skills.

Narrow Path - Develop a greater sense of independence to go it alone, to make decisions without constant teacher verification - independent thinking of their own work.

Drama and Performing Arts
Extra Curricular
Open ended stimulus tasks
Raising aspirations
Educational Visits - We offer a number of educational visits to students throughout the year to inspire and allow them to question theatres and its parameters.

Challenging play texts- Play texts are chosen to allow their own exploration with more challenging practitioners.
Independence
High expectations
Leadership - Students are challenged to lead groups often in lessons and challenged to offer support to others.

Music
Group Leaders- More able students are expected to lead group performance and composition tasks.

High expectations - High expectations of all students with 'good', 'even better', 'exceptional' graded outcomes for all tasks to ensure that all students , including most able, are continually stretched and challenged.

Visiting performers/ concert/ theatre visits - Students are given opportunities to hear professional musicians within school and to attend concerts.

Musicians - Students who are learning musical instruments outside of the classroom and encouraged to use these in lessons and are continually given challenging tasks to develop their skills as musicians.

Pace - All lessons have a challenging pace.

Creativity and original thought. - Composition tasks give students the opportunity to work creatively.

Innovation Faculty

DT
Strategies used in DT without listing every extensions task and project and detain for Stretch include

Year 8 Laser team to allow able pupils to practice skills regularly in order to enhance skills on both CAD software which can only time and practice. Gain confidence and Skill in operation CAM software such as the Laser cutter and vinyl cutter that can not be taught earlier in the curriculum due to many students inability to comprehend the complex nature of the topic and skill.

Year 9 3D Printing Club allows able pupils to practice skills regularly in order to enhance skills on both CAD software this time industry standard Solidworks (very steep learning curve, year 11's struggle) which can only time and practice. Gain confidence and Skill in operation CAM software such as the 3D printer that can not be taught earlier in the curriculum due to many students inability to comprehend the complex nature of the topic and skill.

The implementation of these clubs has already started to show a far superior knowledge for students within the clubs as they Enter KS4 meaning they can complete more ambitions and complex projects due to the understanding they have gain that would not be acquired without this extra practice time.

Differentiation by tasks throughout projects, this allows us (with the aid of a technician to select more able pupils from a given class and push them to incorporate higher end skills such as vinyl cutting and sublimation printing earlier that pupils would access this information.

Opened research is used often especially in year 8 plastics topic for higher ability pupils to research GCSE DT and Chemistry topic of Cracking and fractional distillation. This is also a major focus of GCSE DT research section so the ability to be able to independently research a completely different topic to everyone else in the class has become more prevalent.

Freedom to Fall- In year 11 currently year 10 from this year we are pushing students to be as creative a possible with regards potential designs to develop great understanding of feasibility of products through modelling and design. In is showcasing some great creativity and helping understanding of skill pupils may have otherwise not have needed.

Physical Education
Challenge in pace through activity and lesson - WK PACE SPEED - Faster pace as years progress through.

High expectations - Skill to reach highest - all sections of all courses strive to set high expectations. Each skill level

Use of ICT to enhance composition work - More able musicians will be pushed to notate their compositions using Sibelius.

Musical vocabulary 'Higher Level Language'- 'Stretch and challenge' musical vocabulary used in discussions and questioning of all students, with more advanced vocabulary used with students who are more able musicians.

Spanish

Trips - Bringing the language to life in real life situation.

Language leaders - Recognition of AGT in MFL and selected to lead on an aspect of MFL club.

Linking to English Literacy - Grammatical terms used often and explained by AGT.

Target Language - Higher level Target Language for more able, modelled with information which is less contextualized.

Competition - Spelling Bee - open to all however encouraged for AGT to attend and complete competition in Target Language.

Given guided freedom - Given a template, be creative. Originality and research tasks with increased independence.

Reacting to the unknown - Allowed to experience the reality of a MFL by sensing the unknown when responding to questions / asking questions.

is hierarchical and challenge is set to reach the next section throughout culmination in the highest levels are linked through to elite levels.

Use of language increasing throughout courses - Meaningful communication - Language both spoken and written reflect key terminology and how it is best represented in the written format. Formulation of sentences and how appropriate these flow or flounder.

Problem solving - How to sift knowledge to choose correctly - Scenarios are set which challenge throughout and provoke a strategy to solve what has been tasked. Tactical knowledge or route to knowledge for exam ques.

Competitions and instilling competitive edge to succeed. - Perseverance to succeed - Each practical session includes games with scoring /success instilling the qualities of perseverance and determination - the activity level is altered to raise the stakes higher further.

Cooperative learning and collaborative. - Changing Environment.- Constant change of group dynamics to open up thoughtful exchange of ideas to answer task.

Effective questioning to achieve analysis and evaluation in skill and theory. - Step by step analysis - question composed in a differing way to reflect exam questions linked to sporting events / individuals and also theory categories to find an ingenious way to answer.

Effective different lated task and outcome. - Skill or knowledge acquisition - All tasks show a continuation of deeper knowledge or refined demonstration practise is fine tuned or altered to show continuing development in theory - subject matter is added in further layers of knowledge.

Computer science / Business

GCSE Exam style questions/ topics at KS3. - At KS3 the …GCSE results are in a format similar to the GCSE in a way that it requires extended answers which will stretch the more able.

Use of analysis and evaluation questions at KS3 and KS4 - Incorporating essay style questions in ……… assessments in order to allow students to analyse and evaluate.

Cyber Security competitions in an online platform KS3 - Students login and are given challenges to complete (problem solving). They are industry standard to allow students to gain a flavour of computer science jobs.

Young Business Enterprise Project. - Students are to present to judges/ other students/ other teachers about how they have raised money. They need to calculate profit/ loss taking into account actual spending.

Research based tasks will allow for independent learning. - Linking actual learning to real life scenarios i.e. researching the financial accounts of LTD and PLC businesses.

Flipped learning - Students are given specific topics and are required to create a presentation/ resources for their peers. The topic is dependent on the ability.

	Use of high level language.(key terms assessment) - At KS3 Students are encouraged to use GCSE terminology both in verbal answers and written formative assessment. At KS4 this will become the norm, and the introduction of turning key terms into images. **Robotics club on a Thursday evening Y8 top 15 students. -** Robotic project will be used. Students will be targeted using an average assessment grade over Y7 and 8. Top 15 chosen. **Health and Social Care** **Visiting Speakers** - Unit 1 - understand job roles of health and social care practitioners. I aim to get various speakers into school to discuss job roles in HSC. A parent has also shown interest in coming into school. **Differentiation -** By outcome in health and social care, students are graded pass, merit or distinction. Command words in assessments are dependent on working grades. Pass: Identify Merit: Describe Distinction: Explain/analyse. **Events -** Students to organise/ get involved with an event for service users in the local community (care home?). **Independence -** Students research and complete work independently. Red zone (independent learning) incorporated into the lesson. **Expectation -** Students that are AGT would be expected to aim for distinction grade in all work set. **Language/ thinking -** AGT students are expected to use key HSC terminology during conversation and in written work Blooms Taxonomy. Students expected to answer higher order thinking questions. **Research -** Students are expected to research key information themselves and produce documents showing what they have found. Students not allowed to copy - own words used. **Group Tasks -** AGT Students are expected to lead group tasks showing key skills. Communication, organisational.

- High expectations of students by staff
- Challenging pace to activities and lessons
- Effective differentiation by task/outcome
- Open ended or research based tasks which require original thought
- Use of high level language by staff
- High level thinking skills activities
- Debate
- Making predictions or encouraging speculation
- Problem solving
- Effective use of ICT
- Visiting speakers
- Competitions
- Cooperative learning to enhance social skills and encourage students to become independent learners

- Students leading group activities
- Effective questioning techniques to develop skills of analysis and evaluation
- Opportunity to consider university education plus other higher educational opportunities in order to raise aspiration

Monitoring and Review

Most Able Co-ordinator-

- Updating and keeping a central record of all able, gifted and talented students.
- Tracking the progress of able, gifted and talented students through monitoring reports.
- Coordinating and providing enrichment activities for able, gifted and talented students
- Promoting the profile of able, gifted and talented students both within the school and through communication with parents (Postcards, letters, Head teachers coffee morning)
- Evaluate the whole school provision for able, gifted and talented students (student voice, staff voice)

Directors of Learning:

Are responsible for facilitating, coordinating and recording all activities related to the most able students within their area of the curriculum. They monitor the 'Talented in subject' list and review annually.

Classroom teacher

All teachers are responsible for their own professional development, the provision of teaching and learning opportunities within the classroom, and the assessment and monitoring of our most able students.

The progress of students identified as AGT will be monitored through appropriate data analysis following each data collection. Where progress is deemed to have slowed or does not reflect student potential then a range of intervention strategies will be put in place. These may take the form of departmental, faculty or pastoral interventions.

Impact

- Students are able to talk aspirationally about targets, as well as being set aspirational targets where appropriate.
- Students are able to talk about going to University or about aspirations for their chosen career.
- Students can extend their answers and give reasons for their decisions
- Students can lead groups
- 75% of AGT students attaining their target/aspirational target in at least three subjects.