



## **Able Gifted and Talented Policy**

### **“Learning & Growing in the Light of the Gospel”**

*With Christ at the centre of our learning, we:*

- *Help young people to achieve their greatest potential*
- *Guide their intellectual growth, nurture their God-given talents, and inspire them to live in service to others*
- *Aim to develop honest, confident, responsible and compassionate members of society, based on the educational values of Blessed Antonio Rosmini*

**Our Vision Statement – the long-term change resulting from our work**

### **‘Begin Here, Go Anywhere’**

*Ratcliffe’s unique educational offering based on our College motto, “Legis Plenitudo Charitas”, Love is the fulfilment of the Law, provides a perfect context within which young people may acquire the emotional knowledge and interpersonal skills necessary to live happy and purposeful lives. The College’s inclusive Catholic ethos is complemented by the outstanding quality of our College community through which our Mission, “Learning and Growing in the Light of the Gospel”, serves to nurture resilience and develop maturity. Young people leave Ratcliffe with a strong sense of who they are and their purpose in the world, equipped socially, emotionally, morally and spiritually to go forth and make a difference to the communities in which they live and work.*

**Ratcliffe College Able, Gifted and Talented Policy**

**This policy has been written for the Senior School only**

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<b>Review Date:</b> September 2025	<b>Next Review:</b> September 2026

## Rationale

**All students have an entitlement to the following:**

- Lessons that stimulate, engage, challenge, inform, excite and encourage.
- Staff commitment and training to develop students' full potential at all times.
- Skilled, well-prepared and informed teachers who have a perspective and understanding of whole school needs, problems and policies, especially those related to children identified as able, gifted or talented.
- An entitlement beyond subject teaching, including preparation for work and adult life. This should include co-curricular activity, personal and social education and opportunities for extension and enrichment.

## Definitions

- **Gifted/More Able** refers to students who achieve, or have the ability to achieve, significantly above average (compared with other students in their year group at their school) in one of the National Curriculum subjects other than art, performing arts or physical education.
- **Talented** refers to students who achieve, or have the ability to achieve, significantly above average in art, performing arts or physical education, compared with other students in their year group at their school. Note that this means an individual student can be both 'gifted' and 'talented'.
- There is, at present, no directive from the DfE on the identification of a child as '**More Able**'. We differentiate between this and other categories on the basis of qualitative and quantitative indicators, as described below.

## Identification of AGT/More Able students

No single method of identification can be entirely accurate, since subject specific criteria will develop. We aim to obtain as much information about individual students as possible. The following methods are used:

- **Transition information** : This will include information from previous schools – provided in the following formats:
  - **Pupil profiles** : From Ratcliffe College Preparatory School
  - **School Reports and New Student Profiles** : From previous schools
- **Quantitative data** : from CATS, ALPS, and average GCSE scores

- **Average GCSE points score ALPS (Years 12 and 13)** : Students attaining an average GCSE points score of 8.0 and above. This is flexible depending on the cohort.
- **CATS 4 (Years 7-9) and CATS 4 (Years 10 and 11)** : Students who attain a standardised score of 130+ are top 2% nationally and are 'Gifted' Students, for identification purposes. Students who attain a standardised score of 125-129 are top 5% nationally. These represent our 'More Able' students, for identification purposes.

#### **Studies Grades:**

- In addition to the scores above, we identify students who, within their Year Group, are in the **top 10% of a cohort**, performing above their peers in our in-house Studies Grades tracker.
- **Teacher nomination:**
  - We recognise that recognising high ability in children is part of a process that involves creating appropriate teaching and learning opportunities and maintaining vigilance in our observations, monitoring and assessment of progress. Teachers are encouraged to make recommendations throughout the academic year, based on their own judgement, and update the department AGT/More Able subject list via HOD.

### **Implementation**

- HoDs and AGT coordinators engage in the on-going **development of Departmental Schemes of Work** to include specific learning outcomes and teaching and assessment strategies for more able students.
- All teachers are required to be aware of the AGT/More Able students in their subject area and to indicate the students in mark books.
- **Use of SIMS and Staff Shared Area** to provide information on AGT /More Able students and the relevant subject specific criteria.
- **Termly review of the AGT/ More Able student registers.** This is conducted in the first half term of each term, following Studies Grades by the Assistant Head Academic.
- **Professional development for staff.** This is provided on staff inset days and at departmental meetings. An information base on AGT/ More Able strategies, and a forum for sharing good practice, is provided to staff through the Shared Drive.
- **Regular assessment of students' performance**, using monitoring information from Studies Grades and examination data, generated by the Data Co-Ordinator. This is conducted by Heads of Department, Heads of Year and Assistant Heads. **Addressing underachievement** is the responsibility of HODs HOYs and Assistant Heads.
- **Provision of discreet pastoral care**, where required, on an individual basis.
- **Provision of mentoring**, where appropriate.

- **Recognition, celebration and rewarding of achievement** of all pupils

## **Areas of Responsibility**

### **Assistant Head Academic.**

- To conduct an annual review of Whole School AGT/More Able policy
- To compile a register of students identified as More Able, Gifted or Talented and make this available to teachers.
- To liaise with the Prep School to ensure effective identification and smooth transition of AGT/More Able students
- To review examination and Studies Grades Analyses for AGT students along with Whole College Data Co-coordinator/ Deputy Heads/ HoDs and HoYs
- To review cases of underachievement or students causing concern along with Deputy Heads/ HoDs / HoYs
- To provide staff training as appropriate.

### **Department Able, Gifted and Talented Coordinator or HoD**

- To conduct an annual review of Departmental AGT/More Able policy
- To contribute to the discussion of AGT/More Able student progress and provision, through Departmental Meetings
- To coordinate the development and implementation of subject specific teaching and learning strategies for AGT/More Able students
- To make the HoD HoY and Assistant Heads aware of AGT/More Able students causing concern, in terms of underachievement or for other reasons
- To coordinate and publicise Departmental Co-curricular activities for AGT/More Able students

### **Head of Department**

- To review half termly Studies Grades of AGT/ More Able students and follow up issues of under attainment with class teachers
- To monitor AGT/ More Able provision in lessons through work sampling and lesson observation
- To liaise with Assistant Head Academic in responding to issues raised in annual Examination Report on progress of AGT /More Able
- To identify AGT/ More Able students in their department and ensure all staff are aware of their needs
- To provide Schemes of Work that support high learning outcomes for more able students as appropriate.
- To ensure that teachers review the registers that identify AGT/ More Able students
- To ensure that extension strategies are being used by subject teachers
- To monitor progress of identified pupils in their subject area, and respond to instances of concern as raised by Whole College Data Co-coordinator / Assistant Heads/HoY.
- To offer co-curricular and enrichment activities specifically targeting AGT students

## **Subject teachers**

- To keep a record in registers of students who are **on the AGT /More Able register in their subject area**, or who are identified as **‘whole school AGT/more able’**.
- To ensure that lesson planning and delivery supports the needs of AGT/ More Able students.
- To ensure that lesson planning and delivery provides opportunities for the assessment of progress of AGT/ More Able students.

## **Monitoring the Progress of AGT / More Able students**

### **1. Studies Grades Analysis**

- A Studies Grade Report for students on the AGT /More Able register is generated every half term by the Whole College Data Co-coordinator.
- HoDs & HoYs analyse Studies Grades for instances of under attainment, to be followed up in Departments and through pastoral support.

### **2. Examination Analysis**

- Whole College Data Co-coordinator completes a whole school analysis of achievement of AGT /More Able students in public examinations (October).
- Outcomes are communicated to SLT and HoDs, for discussion in Departments.

### **3. Mentoring**

- Academic Scholars are met once per term by Assistant Head (Years 7-9) and Head of Sixth Form (Years 10-13)
- Talent Scholars are provided with a mentor who oversees their Progress during the year.
- Scholars Lunches take place at the beginning and end of the Academic Year.

### **4. Meetings**

- HoDs/AGT coordinators include agenda items on AGT/ More Able student progress and teaching and learning strategies, as part of Studies Grades/Examinations and test results review.

### **5. Work sampling**

- Assistant Head Academic conducts student interviews and a work sample of AGT More Able student books/ Google Classroom work, comparing progress against that of non-AGT students, as part of usual Quality Assurance systems.

**Link to other policies and documents**

The following list is not exhaustive, but includes the key policies and documents that relate directly to the Teaching and Learning:

Assessment Policy

Co-Curricular Policy

Curriculum Policy

Adaptive Teaching Policy

Feedback and Marking Policy

Prep Policy

EAL Policy

SEND Policy

**This policy was last reviewed by the Assistant Head Academic, September 2025**

**Next Review September 2026**