



Blatchington Mill School

Able, Gifted and Talented (AGT) Policy

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1. Policy Framework

At Blatchington Mill School we endeavour to provide every student with the support and opportunities needed to enable them to reach their challenging targets and to fulfil their potential.

Initiated:	Nov 2013
Groups Consulted:	Staff Students
Audience	Parents/Carers Staff Governors Students
Policy located:	BMS webpage
Policy Format:	Full
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2. Able, Gifted and Talented (AGT) Policy

2.1 Aim

- At Blatchington Mill we endeavour to provide every student with the support and opportunities needed to enable them to fulfill their potential. We have many excellent students who are achieving at a high level across different subjects and these are identified through a detailed analysis of assessment, alongside dialogue with curriculum leads and classroom teachers. As students pass through each year we aim to provide them with stimulating experiences that broaden and deepen their subject knowledge and ensure they remain highly engaged and focussed on excelling.

2.2 Philosophy

- We believe strongly that students at Blatchington Mill should have access to a rich variety of experiences during their time at BMS. This could take the form of stimulating and challenging extension activities within a lesson context, or enriching tasks and activities that form part of our extra-curricular offer. Alongside this, our intention is for students to develop into rounded individuals with access to opportunities to develop leadership skills; beyond purely academic excellence. We seek to provide opportunities for AGT students to explore areas of their own interest - beyond the taught curriculum.



3. Structure

3.1 Identification

At Blatchington Mill we define AGT largely based on assessment outcomes from the previous years, we seek to identify students who are performing at a particularly high standard relative to their peers. In order to ensure that no student is overlooked and any biases are avoided we look first at assessment data. Where possible this is taken from the past two years and an average is calculated that is weighted more heavily for more recent assessments. We then set a threshold of the top 15% of a cohort for each subject. These lists are then checked and verified by Curriculum Teams and adjustments made where deemed necessary. This process aims to ensure that nobody is overlooked due to any extenuating circumstances and the lists reflect students' work in lessons.

We recognise this doesn't work for all subjects, such as those that do not have exams from previous years to consider. For these subjects AGT lists are decided once an initial assessment has been completed. In addition for PE, the first point of call is to liaise with the curriculum team to gather a list of students who are performing to an outstanding standard in one or more sports. These complement the data generated lists to ensure that 15% of the year group is included; ensuring the same standards are consistent across all subjects.

AGT identification is shown on SIMS and class lists for reference, tracking and analysis. The AGT register is updated annually in the Autumn Term of each academic year. This gives us the opportunity to keep track of the progress of AGT students through their time at Blatchington Mill.

3.2 Provision

3.2.1 Subject Specific

- The identification of AGT students is a central process but it is the responsibility of each curriculum team to ensure that AGT students are sufficiently challenged within their lessons. This is done through careful curriculum planning, ensuring that the schemes of learning are set up to provide the correct level of challenge for AGT students. Many curriculum teams also run extra-curricular enrichment clubs that seek to extend students further beyond the taught schemes of work and give students an opportunity to deepen and broaden their understanding of the subject.
- Students Identified as AGT will also have access to a number enrichment tasks and activities that have been developed by curriculum teams with AGT students in mind. These are



largely exploratory in nature and seek to direct to areas of study that are predominantly outside of the taught syllabus, but seek to both deepen and broaden students' knowledge.

3.2.2 Non- Subject Specific

- We are also aware that many of our AGT students have interests that sit outside of the taught subjects. Due to this, early on in the identification process for AGT students we look to gain an understanding of the interest of each cohort. This is done through a Google Form which helps us to gain a more refined understanding of the interests of our AGT students. With this information we seek to hone our AGT offer and ensure it is bespoke to the needs of AGT students within any given academic year.
- A key focus is to enable students to grow into well-rounded individuals. In order to help facilitate this, we ensure that all students have access to enrichment tasks for PSHE.
 - In addition to this we ensure students have access to reputable resources that seek to engage with many of the current societal issues. This helps to broaden students' thinking and provide helpful ways to engage with some of the larger discussions surrounding our culture, values and behaviours.
- When considering the types of enrichment opportunities to promote to AGT students we seek to check the following criteria:
 - Will the opportunity challenge, inspire or provide competition?
 - Does this match AGT students' aspirations, interests and needs?
 - Does it complement the school timetable and not compromise other curriculum activities, exams, or exam preparations?
 - Is it provided by qualified personnel and organisations?
 - Does it provide value for money?

In order to continue improving our offer we seek student feedback after activities and events and collate this for future planning.



4. Home Contact and Responsibilities

4.1 Home / Student Contact

- Parents/Carers will be informed within Autumn term of each academic year if their child has been identified as AGT. This communication will include the subject(s) in which the student has been identified as AGT, as well as a Google Form to gain a better understanding of the student's interests.
- AGT students will receive similar communication along with some enrichment tasks that can be accessed straight away and explored in their own time. In addition to this, throughout the year AGT students will also be informed of upcoming events and clubs that may align with their interests or that may be particularly worth students exploring. These events may be run by the school or external to it.

4.2 Staff Responsibilities

- **Headteacher:**
 - To guide AGT strategy in line with whole school aims. Lead and manage the Deputy Headteacher for Student Personal Development and the AGT Coordinator.
 - To raise awareness of AGT at the whole school level. To communicate between the Governing Body and the AGT Coordinator
- **AGT Coordinator:**
 - To drive and implement AGT policy.
 - To raise the profile of AGT within school.
 - To identify AGT students across the school, track and monitor their progress ensuring they are aware of enrichment opportunities as they arise.
 - Aim to inspire and extend the interests and aspirations of AGT students through appropriate enrichment opportunities.
- **Subject Leaders:** To ensure that AGT students are catered for effectively in the classroom and beyond through well thought out schemes of learning and resources.
- **Class Teachers:** To be aware of AGT students in their class and stretch and challenge them effectively and help them to reach their full potential.
- **Heads of Year:** To be aware of AGT students, to monitor progress and commitment to support academic and pastoral interventions as required.
- **Form Tutors:** To be aware of AGT students in their form and provide pastoral support and academic guidance.