

Guidance on Setting Whole-School Targets for Able, Gifted & Talented Pupils

To be clear: “able, gifted & talented pupils” refers to the most able 10%-30% of every school intake. It includes children who may have ability within one or more areas of the curriculum but not necessarily in all. “Talented” pupils are those with a particular ability in art, drama, music, or sport. “Able” children have the potential to achieve at a higher level in the academic subjects than the majority of their peers in school, whilst “gifted” youngsters are those with the potential for exceptional performance (representing around 0.5% of the population nationally and capable of PIPs scores >70 or NFER scores >135).

The example targets listed below are in line with outcome measures under development by the DfES to support the “new relationship with schools” and are intended to help you in appropriately challenging your most able pupils and monitoring their progress. Some relate to **attainment at high levels** in external assessments. Others suggest **acceleration through the Programme of Study**, which might be appropriate in some subject areas for some individuals. Other, broader targets relating to **curriculum enrichment** are just as important, since they reflect the principle that high quality provision for able, gifted and talented pupils is about more than achieving the greatest number of the highest levels of attainment in the shortest time: it is about providing an enriching education which equips pupils with the skills and experiences necessary to support lifelong learning. It is important to select a manageable number of targets to include both attainment and enrichment.

Note: whilst some able pupils in your school may be achieving the higher levels relatively easily, there may be some individuals whose current achievement does not reflect their potential. Targets for these individuals may focus on removing identified barriers to learning as well as identifying the specific levels which they should attain.

Examples of Whole-School Targets	KS	1	2	3	4	5
% of pupils achieving level 3 at the end of the KS	*					
% of pupils achieving level 5 at the end of the KS		*				
% of pupils achieving level 7 at the end of the KS			*			
% of pupils achieving 3 or more A*/A at the end of the KS				*		
% of pupils achieving top UCAS points						*
% of talented pupils performing above average for their age (e.g. against nc criteria) ¹	*	*	*	*	*	*
Improvements in the national value-added measure for the identified group		*	*	*		
% pupils able to plan and successfully carry out a problem-solving activity	*	*				
% pupils able to plan and successfully carry out a research project	*	*				
% of pupils able to give reasoned explanations for a given answer or solution	*	*				
% of pupils achieving levels beyond the tests (using QCA optional assessment tasks) ²	*	*	*			
% of pupils successfully entered for World Class Tests ³		*	*			
% of able pupils participating in enrichment activities (e.g. chess club, class or school newspaper, e-mail links with other schools, competitions, student council, peer mentoring)	*	*	*	*	*	*
% of talented pupils participating in school/local/regional/national teams & events	*	*	*	*	*	*
Annual improvement in pupil aspirations, motivation and/or self-esteem ⁴	*	*	*	*	*	*
% achieving high levels/grades a year or more ahead of their peers (early-entry)	*	*	*	*	*	*
% of eligible pupils registered/actively involved with the National Academy (NAGTY) ⁵			*	*		
% of pupils accessing alternative GCSE courses (e.g. Statistics, Latin)				*	*	
% of pupils accessing higher-level vocational courses of study				*	*	
% staying on to HE (accessing courses with the most demanding entry requirements)						*
% studying modules from a later Key Stage (e.g. OU degree modules in KS4)	*	*	*	*	*	*

¹ national curriculum online (ATs for talent subjects)

<http://www.nc.uk.net/home.html>

² QCA Materials for Able Pupils

http://www.qca.org.uk/caltests/above_level.asp

³ World Class Tests

<http://www.worldclassarena.org/>

⁴ using a pupil attitudinal questionnaire or one-to-one mentoring, for example

⁵ Academy for Gifted and Talented Youth

<http://www.warwick.ac.uk/gifted>

Lancashire AGT Guidance

<http://www.lancsngfl.ac.uk/projects/label/index.php>

For further information contact the AGT Team on 01257 516100.

PROVISION FOR ABLE, GIFTED AND TALENTED PUPILS



Supporting Able Pupils to Achieve Their Potential

SUPPORTING ABLE PUPILS TO ACHIEVE THEIR POTENTIAL

In order to ensure AGT pupils make appropriate progress at whole-school level, it is important to focus on the potential of individual pupils; having clear and high expectations about what each pupil can achieve and tracking progress over time. Best practice involves linking teaching and learning approaches with school self-evaluation and the effective use of data, improvement planning and associated targeting of support, resources and professional development.



IDENTIFYING PUPILS

How many able pupils should I look for?

Don't get hung up on identifying a fixed percentage of pupils. Look for pupils' skills and abilities across the curriculum – (including beyond core subjects and beyond the national curriculum) – look for your most able pupils in each area.

What information and evidence can I use?

The results of tests and assessments (e.g. pupils with PIPS > 57, CAT > 120, KS1 L3+, KS2 L5+, KS3 L7+, KS4 A/A*). Also identification checklists or nomination by teachers, parents, pupils themselves and their peers. "Talent-spotting", where pupils take part in a high-level, open-ended activity, is a useful strategy for a subject expert to identify pupils, particularly in the talent areas. Seek to use evidence from a range of these sources (but not necessarily all).

What if one source identifies an "able pupil" but another doesn't?

Use each source to include pupils, not to filter them out. Where there is some doubt, accept that a high score is evidence of ability, even if this isn't obvious in the classroom.

How often should I do this?

As often as you can (termly?): ideally as a part of your routine systems, and whenever new pupils join the school. There is an opportunity to refine identification at the end of each development cycle.

IDENTIFYING PUPILS

SETTING APPROPRIATE EXPECTATIONS (PUPIL LEVEL)

Are expectations just about test and assessment levels?

No. On an individual basis, in addition to attainment targets it might be appropriate to have expectations regarding improvement in pupils' aspirations, attitudes, self-esteem, participation in events and enrichment activities, attendance, behaviour, etc.

Should targets/expectations be termly? yearly? or by Key Stage?

Any of the above! Ideally, it is important to know how much progress a pupil is expected to make from year to year, but this should be broken down into shorter (maybe Termly) steps, to act as signposts which can support you in tracking progress.

How much progress should I expect pupils to make?

It is important to consider both attainment (the level reached) and achievement (the progress made) taking into account each pupil's potential. For example, a pupil attaining level 5 at KS2 ought to attain level 7 at KS3. Software such as PAT and the LEA target-setting spreadsheet can help.

What if target-setting software suggests a level that seems too high for a pupil?

Are your expectations appropriately high? (The software uses the real results of real pupils in recent years to predict levels). Can you identify any barriers to learning preventing progress (e.g. poor literacy, or behaviour)? Once identified, how could this barrier be overcome to ensure potential is realised?

Who should be involved with the target-setting process?

Ideally, pupils and their teachers should agree the targets, since they are the people who will ensure targets are achieved. These should be shared with parents to ensure understanding and support.

**Outer Circle
PUPIL LEVEL**
Class teachers supported by AGTCO

**Inner Circle
GROUP LEVEL**
AGTCO informing senior team

EVALUATION & PLANNING

How is this different from the "tracking" stage?

It takes place less frequently (maybe termly or annually). It involves stepping back to compare progress made at the end of the development cycle against original targets & expectations. It should include a broader review of impact, e.g. on school ethos, attendance, pupil attitudes.

Who should be involved in this?

As with the tracking stage – individuals at all levels.

What if targets have been met?

Celebrate and reward the fact. Try to identify the ingredients of success and consider how you will share and develop these approaches.

What if the expected progress was not made?

Try to identify possible reasons. Consider how you might overcome any barriers or address any issues and include this within your improvement plans for the following cycle of development.

EVALUATION & PLANNING

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SETTING APPROPRIATE TARGETS (GROUP LEVEL)

What do we mean by "group level"?

The "group" refers to the able pupils in different subject areas, classes, year groups, boys & girls, ethnic groups, socio-economic groups (FSM), etc.

Why does our school need to set group targets?

Senior colleagues and the AGT Co-ordinator need an overview of the progress of able pupils within different groups, compared to other groups and similar schools. The sum of individual pupils' targets should match whole-school AGT targets.

What ought I to do?

Start with individual pupil targets. Add them up to work out the group totals. Compare the group totals with those of different groups and similar schools. If the group targets seem too low, re-consider the targets for individual pupils.

Who needs to know the group targets?

Senior staff, governors, AGTCO, subject co-ordinators, advisers supporting your school.

SETTING APPROPRIATE TARGETS

SETTING APPROPRIATE EXPECTATIONS

TRACKING PROGRESS

What should we be doing?

Making periodic assessments of individual pupils' attainment and progress and comparing it to pupil targets. Collecting this information centrally and adding-up group information. Evaluating whether any progress is appropriate and taking action as needed (to recognise and celebrate progress as well as addressing any underachievement).

Who should be involved in this?

Teachers and pupils involved in assessing performance. Tutors and mentors working with pupils one-to-one. Support staff collecting and collating information. AGTCO, subject and pastoral leaders considering group progress. Senior staff and governors considering additional support or intervention as needed.

Where will we find the information we need?

In addition to sources of written evidence such as teacher markbooks and test scores, a sample of pupils' work, and a survey of reports to parents, do not underestimate the usefulness and power of talking to pupils.

What if pupils achieve their targets?

Celebrate and reward the achievement. Try to identify what helped this success and use it to inform future planning.

What if pupils are clearly not making the expected progress?

Pupils & teachers need to identify the reasons why, and to consider what needs to be done to get back on track. Subject or senior leaders may need to consider additional targeted support.

TRACKING PROGRESS

SUPPORTING TARGETS

ACHIEVING TARGETS

ACHIEVING TARGETS

How do we make sure the targets are achieved?

For individual pupils:

Pupils need to know and understand their own targets, know how to get from where they are to achieve the targets set, be able to assess their own progress.

For teachers:

As with pupils, being clear of what is expected of an individual and being able to recognise progress from one step to the next. In addition, being aware of the skills pupils will need and appropriate approaches to support this. There is then a need to plan and provide opportunities for these approaches within and outside the classroom, drawn from national curriculum programmes of study and beyond.

For AGTCOs, subject & senior leaders:

Provided with an overview of group targets, colleagues need to reflect upon any that are particularly challenging for a given group or area. Consideration then needs to be given to targeting the deployment of support staff & resources to support these areas, along with possible changes to the curriculum or timetable.