

# Able and Talented

Policy document

Ratified by the Governing Body – December 2017

The Governing Body recognise that there are able children in the school within the context of the nationally identified 'Gifted and Talented'. Our aim is to provide these students with a challenging and enriching environment which will enable their talents and potential to be stretched.

## Definitions

We recognise that children who have ability or abilities beyond the large majority of the children in the school consequently require more challenging teaching and opportunities. Within this broad category of approximately 20% of the school population will be smaller groups of exceptionally able, gifted and talented children. Their potential will be shown in any or all of a wide range of contexts, such as different learning styles, creativity or leadership.

However, for the purpose of this policy and for school use, common and accepted definitions of the key groups are:-

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| Able            | - any children achieving, or identified to have potential to achieve, above the average range determined through a NFER CAT score exceeding 118 and / or demonstrate a talent in the majority of their subject areas.                               |
| Talented        | - children having a high ability in a field of study which may include academic and intellectual studies together with children having a high ability in physical or aesthetic terms. Typically the top 5% of students within a given subject area. |
| Registered Able | - Able children identified within the school register who require " <i>targeted provision</i> " – the phrase used in the school census - over and above effective classroom teaching and differentiation.   |
- This group will include students who are involved in
- school based enrichment, extension and acceleration
  - community based enrichment, but in particular targeted coaching and mentoring, and membership of the National Academy for Gifted and Talented Youth (or, for primary schools, the likely inclusion within this cohort at a later age).

## Rationale

This policy provides a framework for the range of activities to be undertaken throughout the learning environment by students identified as 'Able' and or 'Talented' (the term 'Identified students' will be used through this policy).

Opportunities exist within all aspects of school life and reference to this policy and procedures adopted should be identified within all other appropriate policies.

We seek to support all students towards achieving their potential. Identified students will therefore experience a range of activities provided within lessons, across the school and in extra-curricular events.

By identifying students and demanding higher-level responses, their performance and the expectations of others will improve, thus raising achievement across the school.

By matching differentiated activities, learning should be both challenging and achievable, improving self-esteem and encouraging students to develop their talents.

### **Aims**

To provide a consistent approach across the whole school towards identified students, extending and enriching the Key Stage 3 curriculum through various activities and the Key Stage 4 curriculum through both the opportunities within GCSE and vocational courses and the liaison with other providers.

- To seek to ensure all identified students within the school receive an appropriate education.
- To ensure there are opportunities to engage in higher order thinking in lessons and in extra-curricular activities and to create opportunities to develop specific skills and talents.
- To ensure the Spiritual, moral, social and cultural needs of identified students are met as well as intellectual, artistic and physical ones.
- To ensure that the success of talented and able students is celebrated in partnership with staff and parents.

**This policy should be read in conjunction with the guidelines on procedures.**

## POLICY FOR ABLE AND TALENTED STUDENTS

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### Procedures

#### **Identification**

Identification of students as they enter and as they progress through the school is the first step towards providing them with an appropriate experience. This may include:

- Primary School information
- Teacher recommendations and staff perceptions
- Whole year-group testing – CATs, (able = 118 or over in the average CAT score) by NFER terminology
- Formal and informal teacher nominations
- Consultation with parents
- Monitoring and reporting procedures during Years 7, 8, 9 & 10
- National results – Key Stage 2 SATs
- Discussion with students
- Achievement/progress in specific areas e.g. sporting, musical or artistic ability.

#### **Whole-school Organisational Strategies**

The extension of identified students should be within the context of the whole school community – as a celebration and an illumination of the range of ability within the school, building upon links with Primary Schools and home, and extending them.

Identified students will be offered and expected to take up the challenge of a range of activities both in and out of lessons:

- Subject specific criteria for Able and Talented students will be provided and staff within a department will be aware of who the students are. (Subject leaders' responsibility)
- Schemes of work will include identified differentiated resources and challenging activities for able and talented students where appropriate. (Subject leaders' responsibility)
- Through Key Stage 4, other providers will be involved in extending students e.g. A-level at Weymouth College and enrichment sessions at Bournemouth University
- The offering of enrichment activities for years 5, 6, 7 & 8 involving students from pyramid primary schools should ease identification of potential future students and provide opportunities for our students to act as 'learning facilitators' (Vice Principal)
- The range of extra-curricular activities offered by the school will provide opportunities for identified students to extend their talents – eg. drama productions, sports fixtures, competitions. These may involve parents and / or members of the wider community providing expertise that broadens the range from within school. (Activity leader responsibility)
- Out of school visits will be arranged to stimulate both analytical and creative thinking and reflective skills. (Subject Leader and Year Head responsibility)
- Opportunities to attend residential courses for identified students will be provided. (Subject Leader and Year Head responsibility)

### **Classroom Strategies**

Teachers will be aware of the range and ability of the students in their classes through prior attainment data. Once identified, it is then possible to differentiate work accordingly – for those with strengths in defined 'learning' areas this may be facilitated through able and talented activities. For those with other strengths, other techniques are needed, for example:

- The fostering of high expectations when they see their peers succeed.
- Provision of opportunities to succeed – through questioning techniques (second & third questions to the same student to follow through thinking and reasons behind answers, delaying responses to answers to allow extension and elaboration, open- and closed-questioning).
- Provision of a range of activities in each class to allow for different study & thinking styles.
- Across the school subjects will be grouped according to the need of that particular department, either allowing large groups of similar abilities to work together or allowing a mix of ability to demonstrate the potential of peers. The combination of these two systems allows for both learning opportunities to exist.

### **Responsibility**

Responsibility for the provision for 'identified students' lies within the remit of all staff.

Co-ordination of the provision for each Year Group will be the responsibility of the Year Head, while that for a subject will be the responsibility of the subject leader in liaison with the 'faculty head'.

Management of the provision is the responsibility of the Vice Principal who has oversight of 'Able and talented' in the school.

### **Monitoring and Evaluation**

This policy and the provision for Identified students will be monitored and evaluated by the Governors' Teaching and Learning Committee through the Vice Principal with responsibility for 'Able and Talented' on an annual basis, identifying at the start of each academic year a focus for development and review. Monitoring will be through the tracking of selected 'identified students', review of courses run, reports from staff and students engaged in activities, and questionnaires.