



GIFTED & TALENTED POLICY

May Reid

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Signed – Governor

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Print Name

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Able, Gifted and Talented learners are defined as, *“Those who show outstanding achievement or potential ability in a wide range of contexts. They may have specific aptitude, may be particularly creative or may be outstanding leaders or team members.”* DfE

1. INTRODUCTION

1.1 At Falconer School we are committed to providing an environment, which encourages pupils to maximise their potential. We look to provide effective learning opportunities across the curriculum for all learners and this includes strategies and opportunities that challenge the Able, Gifted and Talented to reach their full potential.

1.2 Our approach is to provide personalised learning that tailors education to individual need, interest and aptitude. Provision for the Able, Gifted and Talented is not a ‘bolt on’ but an integral part of effective teaching and learning. We regularly look to Pupil Voice as a way to monitor and adapt our approach. The Able, Gifted and Talented will normally work within their Year group, but opportunities will be presented for them to work with their intellectual peers to allow challenge to take place.

2. AIMS & OBJECTIVES

- To raise achievement and aspiration among all pupils by challenging and supporting the most Able, Gifted and Talented to push the boundaries of what is possible.
- To encourage and maintain a culture where pupils are recognised and high achievements are celebrated.
- To identify, and keep under review, a register of Able, Gifted and Talented pupils.
- To ensure that learners who are recognised as being Able, Gifted and Talented receive a personalised education, that enables them to attain their full potential.
- To provide a range of differentiated teaching and learning activities which aim to provide intellectual challenge and develop physical and social skills.
- To review the curriculum to provide accelerated progression pathways for Able, Gifted and Talented pupils.
- To develop and sustain a high achieving learning ethos throughout the school.

3. IDENTIFICATION

3.1 Following guidelines laid out by the DfE, the Able, Gifted and Talented pupils should make up between 5% and 10% of the cohort (see appendix 1). The ratio of Gifted to Talented should be 2/3 gifted to 1/3 talented. Inclusion in the cohort is not permanent. If it is perceived by any of the concerned parties that inclusion is no longer beneficial, pupils may be moved out either temporarily or permanently. Behavioural problems will never be a reason for non-inclusion on the register.

3.2 Gifted pupils have high attainment in academic subjects and talented pupils have evident high attainment in a creative or expressive art or a sport. However, at Falconer we recognise that being Able, Gifted and Talented covers much more than the ability to succeed in tests and examinations and would identify pupils with potential to achieve to a level significantly ahead of their year group.

3.3 A gifted or talented pupil will be identified using a variety of methods. The specific procedure will vary according to subject area but will include elements of the following:

- Teacher nomination
- Assessment results
- Peer nomination
- Self-nomination
- Parental nomination

3.4 Our method of identification makes use of both formative and summative information. At Falconer we use information from national and departmental assessment data, information from feeder schools and teacher nominations. Identification of Able, Gifted and Talented pupils will not be made solely on academic achievement but on certain indicators of the potential to achieve at a high level. Staff will be trained to recognise indicators of potential and as individuals develop at different rates, staff will review lists annually. By utilising a range of identifiers and a periodic review, we ensure that the process of identifying Able, Gifted and Talented pupils is transparent, fair, effective and representative of our cohort.

4. PROVISION

4.1 The Curriculum

The school will provide the Able, Gifted and Talented pupils with their full entitlement to the National Curriculum and, additionally, provide access to curriculum enhancement in both National Curriculum areas and, where appropriate, outside. Each department has a statement in their handbook relating to how they provide for Able, Gifted and Talented learners.

The school's standard assessment and marking policy will be used. Subject teachers will be made aware of those pupils on the Able, Gifted and Talented register and should seek to monitor progress.

Faculties will advise teachers within their faculty on strategies to challenge gifted pupils. Each faculty will have its own policy statement and subject specific Able, Gifted and Talented register. It is the responsibility of each Subject leader to ensure that opportunities for the advancement of Able, Gifted and Talented pupils are detailed in schemes of work. This includes:-

- Updating the information management system as to a list of Able, Gifted and Talented pupils
- Additional support and challenge through extension activities, in addition to enrichment opportunities both in the classroom and outside school
- Differentiation to encourage and motivate Able, Gifted and Talented pupils
- Departmental contributions to extra/cross curricular Able, Gifted and Talented provision
- Effective provision for transfer, transition and progression of Able, Gifted and Talented pupils
- Regular opportunities to discuss and develop provision for Able, Gifted and Talented pupils in faculty meetings.

The school will seek to discover and utilise a range of strategies to improve the teaching and learning of the Able, Gifted and Talented. Teaching thinking and problem-solving, higher order skills, study skills, communication skills; and teaching for a range of learning styles will be encouraged in Schemes of Work. INSET may be required to facilitate this delivery.

4.2 Enrichment

The Coordinator for Able, Gifted and Talented will plan an enrichment programme for those pupils identified as Able, Gifted and Talented within the school. This will include sessions held within school led by school staff or external speakers, as well as educational visits. The aim of the programme will be to offer additional and different experience to broaden the perspectives of the Able, Gifted and Talented cohort. In addition, the opportunity to meet with other Able, Gifted and Talented pupils, sometimes across year groups and other schools, should be supportive.

4.3 Young Able, Gifted & Talented (www.ygt.dcsf.gov.uk)

As part of the enrichment programme, pupils will be made aware of Young Able, Gifted and Talented and its role. Pupils on the Able, Gifted and Talented will apply and register for Young Able, Gifted and Talented membership. Pupils will be made aware of the availability of summer schools and supported in their applications if necessary.

5. MONITORING & EVALUATION

The evaluation process is designed to assist senior leadership team and teachers to plan for improvement and to target resources more effectively (see appendix 2). It also should increase teacher understanding of what works and engender confidence in order to try new things.

Targets are published for all identified A-A* pupils in all subjects and these are cross-referenced to exam and test results. Departments self-evaluate and review their provision and the outcomes of interventions to inform future Able, Gifted and Talented provision.

Able, Gifted and Talented activities are integrated into performance management, target setting, assessment, planning and analysis. Faculties should put into place systems for identifying and addressing underachievement. (This should be part of an effective whole school system rather than something separate for the Able, Gifted and Talented cohort).

New staff are inducted in policy and practice relating to Able, Gifted and Talented pupils (See appendix 3).

Pupils are interviewed and information is kept with the Able, Gifted and Talented co-ordinator.

6. PERSONAL / EMOTIONAL & SOCIAL ISSUES

It is essential that the Able, Gifted and Talented programme embraces the support the Falconer pastoral system is able to offer. Teachers must be aware that the identification of a pupil as either gifted or talented may lead to peer problems, and therefore must be open to strategies to support pupils within the Able, Gifted and Talented cohort. The school must be able to accommodate the individual within the institution. This may mean that pupils work in different places and at different times to others in their peer group.

7. ABLE, GIFTED & TALENTED CO-ORDINATOR & GOVERNOR

Governor –

- To have a clear understanding of the aims of Able, Gifted and Talented provision and take an active interest in the programme.
- To utilise knowledge of Able, Gifted and Talented objectives and programme to contribute an Able, Gifted and Talented perspective, where relevant, to governing body discussions.

Able, Gifted and Talented Coordinator –

- To develop a programme of extra-curricular activities and raise the profile of Able, Gifted and Talented.
- To report back to SLT and Governors periodically about the development and implementation of the programme.

APPENDIX 1

Definitions

DfEs proposes a definition of the group supported by the National Programme for Able, Gifted and Talented education as:

“Children and young people with one or more abilities developed to a level significantly ahead of their year group (or with the potential to develop those abilities).”

A gifted pupil is one who is in the top 5-10% of the pupil population and who ‘has the capacity for or demonstrates high levels of performance in an academic area’. (DfE definition)

A talented pupil is one who is in the top 5-10% of those with a domain specific ability in a non-academic area:

- Physical talent
- Visual / performing abilities
- Mechanical ingenuity
- Outstanding leadership and social awareness
- Creativity.

APPENDIX 2

Process for Development and Review

- School Improvement Plan
- Use of Institutional and Classroom Quality Standards.

APPENDIX 3

Continuing Professional Development

- Regular training for Coordinator/ Leading Teacher and Governor
- Regular time in INSET to update staff on Able, Gifted and Talented issues
- Membership of NACE
- Attendance at LA Network meetings by Able, Gifted and Talented Coordinator.