
Policy: More Able Gifted and Talented
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Updated by: Gary Edmunds
To be read in conjunction with: Teaching and Learning Policy

1.0 Rationale

SHHS works to recognise and realise the potential of every child in our community and our Mission Statement '***To give each student the best opportunity to reach their potential***'.

Provision for 'able, gifted and talented' students fits squarely within this mission. Meeting the needs of more able students is a part of ensuring the entitlement of all students to an appropriate education and is part of our School Development Plan and the school's Teaching and Learning Action Plan.

This policy links with our Careers Programme in School. It is the school's mission to support students in the pursuit of their talents and skills so that it will benefit their life opportunities and future well being.

2.0 Definitions

Spring Hill High School uses the following definitions:

2.1 ABLE refers to students who are achieving or who have the potential to achieve in advance of their peers in one or more academic subject *in the context of our school*.

2.2 GIFTED refers to students who have the potential to achieve above the level of their peers at a national level when compared to students nationally.

2.3 TALENTED refers to students who are achieving or who have the potential to achieve in advance of their peers in music, art, PE or in any other sport or creative art.

3.0 Aims

- to foster an achievement culture throughout the school which celebrates both effort and achievement in a wide range of areas.
- to identify students achieving at a level beyond their peers in the school, and to make appropriate provision which stretches them in areas of strength and develops them in areas of relative weakness.

Reviewed by Gary Edmunds (Able Gifted and talented Coordinator)
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Spring Hill High School (TOO) More Able Gifted and Talented Policy

- to provide an appropriately challenging curriculum for more able and potentially more able students, through extension within the curriculum, and through enrichment/study support beyond it.
- to support and make effective the transition of more able students to further education.
- to support the school's development plan to increase the number of students achieving at GCSE grades at a grade 5 and above at GCSE.

4.0 Identification

4.1 Principles:

Identification is a continuous whole school process. It is constructed so that it is fair, not discriminatory against particular groups, and flexible enough to deal with students who join the school at any stage in their academic career, whether they are late or early developers. Therefore; factors such as motivation, personality and home background, which can be significant in converting potential into performance, will be taken into account.

4.2 Methods are used to aid identification.

- Discussion of student's work in departments
- Teacher assessment
- Parental/carer's information
- Ongoing assessments in curriculum areas.
- Analysis of previous school's student records, where available.
- School Assessments eg, SDQs, CEM and ForSkills
- Teacher identification using an awareness raising checklist of characteristics (see Appendix 1- SHHS generic checklists)

4.3 The Nomination and Identification Process:

1. Identification will be an on-going process aided by assessment, both formative and summative.
2. Nominations for AGT students at SHHS will primarily be from teachers. Students nominated by teachers will be approved for the AGT register after the relevant Head of Department in consultation with the school's Senior Leadership team has validated the nomination.
3. Nominations will also be welcomed from parents/carers/social workers and other agencies such as visiting guests who recognise a talent during the course of their work. eg A visiting music teacher. Any nomination from a person or organisation from outside the staff of the school will be subject to the process detailed in point 2.

5.0 Provision

The Gifted Talented Coordinator and heads of department will work with the class teachers of the students identified to analyse for each child areas of strength, and areas needing development. On the basis of this needs analysis, targets will be set, and appropriate provision planned. This will be evidenced in the student's half termly plans and the guidance teachers give through marking and assessment.

6.0 Distinct Teaching And Learning Programme

A. Strategies within the classroom

- Upward differentiation/extension in schemes of work
- Asking higher order questions which encourage investigation and enquiry
- Setting clear and challenging targets
- Enabling students to evaluate their own work
- Providing AGT students with exemplars of the work as an inspiration and motivator.

B. Study Support

We provide a variety of enrichment opportunities which includes:

- access to a careers advisor to plan further education opportunities.
- opportunities for artistic, musical, dramatic and sporting development
- enrichment opportunities within and beyond the core subjects
- visits, experts, master-classes eg A speaker from OXFAM
- Competitions eg STEM Science Fair
- Holiday revision classes.
- Signposting to Parents and carers to enrichment opportunities during holidays through our school's website and newsletter.

7.0 Notification:

The school does inform parents if their children are more able or talented. Evidence of a child being more able is provided through the termly reports where a child will be exceeding in a particular subject consistently.

It is the policy of the school that only in the most exceptional circumstances parents, carers or students will be told formally that they are on the gifted and talented register. This is based on the advice of the school's Speech and Language Therapist. Many of our pupils are emotionally fragile or come from challenging circumstances. The label of 'Gifted' could potentially be a test to their well being and self esteem if they feel they have not succeeded to a high enough standard.

8.0 Responsibilities

8.1 The Head teacher will be responsible for:

- overall policy setting
- the depth and breadth of the curriculum
- whole-school assessment and monitoring systems
- leading/facilitating staff in their provision for the more able

8.2 The Gifted and Talented Coordinator will be responsible for:

- monitoring the implementation of the agreed policy
- compiling and maintaining an up-to-date register of more able students
- coordinating provision for students on the register
- developing expertise in this area through appropriate INSET
- sharing expertise with other staff and directing them to appropriate INSET
- supporting and monitoring curriculum planning which ensures differentiated provision

8.3 The Sites Deputies will be responsible for:

- Ensuring planning is in place for AGT students on their site.
- Ensuring displays reflect the talents and abilities of the students on their site.
- Monitoring teachers termly reports on students progress.

8.4 The Subject Coordinator will be responsible for:

- advising others of suitable strategies for extending the most able in their subject
- purchasing and disseminating appropriate resources
- assisting colleagues with differentiated planning
- collecting examples of exceptional work
- monitoring provision for the more able in their subject

8.5 The Class teacher will be responsible for:

- identifying the more able in their class
- setting appropriate targets for the more able in their class
- ensuring appropriate provision through differentiated planning
- using appropriate resources to challenge the more able
- reporting to parents and others on the progress of the more able
- monitoring the performance of the more able

9.0 Monitoring and Evaluation

This policy and its effectiveness will be reviewed by the Headteacher and the AGT coordinator against the aims set out above.

The class teacher will be responsible for reporting on the progress of the more able students within her class against the targets set for individuals.

The school has robust tracking systems in place to monitor the performance of students. Interventions are put in place for all students, regardless of ability, to maintain and improve outcomes.

10.0 This policy document links with the school's:

- whole school development plan
- subject development plans/policies
- Half Term plans
- assessment policy
- report to directors

This policy is available to all our Partner Organisations eg Birmingham Laces should it be requested.

Appendix 1- Generic checklist Example 1

- A Learns easily
- B Original, imaginative, creative
- C Persistent, resourceful, self-directed
- D Inquisitive, sceptical
- E Informed in unusual areas often beyond their years
- F Artistic
- G Outstanding vocabulary, verbally fluent
- H Musical I Independent worker, shows or takes the initiative
- J Good judgement, logical
- K Versatile, many interests
- L Shows unusual insights
- M Shows high level of sensitivity, empathy
- N Has excellent sense of humour
- O Exhibits unusually extroverted or introverted behaviour within a group
- P Unusually high motivation and self-expression
- Q Speed and agility of thought and preference for verbal rather than written expression
- R Shows leadership qualities
- S Socially adept
- T Physical
- U Behavioural indicators

Appendix 2 Generic Checklist: Example 2

Gifted and talented pupils are a diverse group and their range of attainment will be varied.

However, they are more likely than most students to: · think quickly and accurately; · work systematically; · generate creative working solutions; · work flexibly, processing unfamiliar information and applying knowledge, experience and insight to unfamiliar situations; · communicate their thoughts and ideas well; · be determined, diligent and interested in uncovering patterns; · achieve, or show potential, in a wide range of contexts; · be particularly creative;

