



More Able, Gifted and Talented Policy

Date adopted by Governors: January 2018

Date to be reviewed: January 2019

Henlow V.C. Middle School Policy for More Able, Gifted and Talented Education

Introduction

There are more able, gifted and talented children in all our schools and it is our responsibility as educators to enable the potential of each to be fulfilled. Effective practice for gifted and talented learners is invariably good practice for all.

These principles are supported by the strong emphasis that Ofsted places on the achievement and personal development of each pupil, reflected in the title of the inspection schedule 'Every Child Matters – Framework for the Inspection of Schools'. The Ofsted Framework challenges schools to ensure that teaching and learning meet the needs of the **full range of learners**, that the curriculum meets the needs, aspirations and capabilities of **all learners** and that the school seeks and acts on the views of **all groups of its pupils**. A school cannot be inclusive and effective if it does not provide appropriately for its gifted and talented learners.

We endorse the Bedfordshire policy which is designed to support schools to develop effective provision for gifted and talented pupils. This policy is supplemented by a range of practical guidance covering such areas as the identification of special ability, teaching and learning strategies, and the different leadership roles associated with gifted and talented provision.

Our school will employ a variety of teaching and learning strategies and continue to review schemes of work to ensure that they are sufficiently challenging for the more able pupil. We will utilise systems to track pupils' progress to take account of social and pastoral concerns as well as academic progress.

1. Definition of more able, gifted and talented students

More able pupils are those who achieve, or have the capacity to achieve, significantly above average for a pupil in their school.

According to the DCSF, gifted and talented students are defined more specifically as follows:

- Gifted – a pupil with high ability or potential in one or more academic subjects.
- Talented – a pupil with high ability or potential in expressive or creative arts and sports.

Our School has decided to adopt this definition for the purposes of this document.

2. Rationale for More Able, Gifted and Talented provision.

Our School provides for more able, gifted and talented pupils for the following reasons:

- Improved learning: A school focus on gifted and talented pupils invariably leads to improved teaching and learning both in and outside the classroom through more challenging and engaging activities.
- Raised achievement: Overall standards rise because all pupils benefit from these improvements to teaching and learning.
 - 'A rising tide lifts all ships.' (Joseph Renzuilli, 1998)
- Equality: Every pupil has an entitlement to have his/her needs met by the school, no matter what his/her ability. 'Every Child Matters' provides both the legal and moral framework for this entitlement.
- Investment in the future: It is crucial to devise an effective identification policy that caters for both high achievers and potential high achievers.
 - 'Today's gifted and talented pupils are tomorrow's social, intellectual, economic and cultural leaders.' (Deborah Eyre 2005).

3. Aims of the More Able, Gifted and Talented Policy

- a. To create a robust strategy that effectively identifies all more able pupils and enables us to identify approximately 10% of pupils as gifted and talented. The strategy will ensure that the identified cohort reflects the cultural and ethnic diversity of our community.
- b. To provide all learners with an education matched to their individual learning needs.
- c. To encourage in our School an ethos that ensures that we focus on effective teaching and learning.
- d. To develop depth and breadth of opportunity which recognises the specific social and emotional needs of gifted and talented pupils.

4. Identification and assessment

Subject Leaders identify the 'more able' pupils in their subject area and these pupils are targeted with extension activities, as appropriate for the subject. Subject Leaders monitor and update the list at the end of each term and the G&T Lead Teacher uses this information to create a Gifted and Talented register (see below).

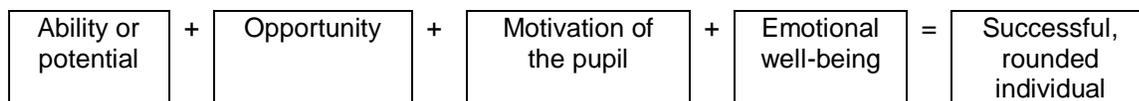
The More Able, Gifted and Talented are a diverse group and their range of attainment will be varied. Their strengths may be apparent in one or more subjects; some do well in statutory National Curriculum tests, world-class tests or national qualifications. However, being more able, gifted and talented covers much more than the ability to succeed in tests and examinations. For example, these learners may demonstrate:

- Leadership qualities
- High-level practical skills
- A capacity for creative thought

We use a range of strategies for identification. Together these allow meaningful identification of an appropriate cohort:

- Quantitative test data. This can include CATs, SATs, QCA, etc.
- Qualitative information. This includes:
 - Teacher recognition (data from conversations, marking and monitoring, classroom observation)
 - Out-of-classroom activities (such as school clubs or out-of-school pursuits)
 - Information from parents
 - Information from feeder schools and outside agencies, data that predicts progress between key stages or indicates clear progress

External factors such as the nature of support from parents/carers and the experiences at home have a major impact on the development of a pupil's abilities, as do the opportunities that are afforded to the pupil at school.



Since relative ability changes over time, learners should move on and off the register when appropriate. Furthermore, it may arise that a child is identified in the top 5-10% in a school but, on transfer to a different school, no longer falls into the band of ability and is, therefore, no longer on the school's Gifted and Talented register. However, differentiated classroom experiences are part of every-day teaching and extra-curricular activities are rarely restricted to members of a Gifted and Talented register.

5. Difficulties in identification

It is important to recognise that not all More Able, Gifted and Talented learners are obvious achievers. Many actually underachieve – their potential is masked by factors such as frustration, low self-esteem, lack of challenge, or low teacher/parent expectations. Pupils from homes where English is an additional language may struggle to express themselves in school. Others underachieve because they have learning disabilities that obscure or eclipse their gifts or talents. This is known as dual exceptionality. To enable these pupils to fulfil their potential, it is vital to give everyone the opportunity to excel.

6. Creating a Gifted and Talented Register

The DCSF requires all schools to place between 5% and 10% of its pupils on a Gifted and Talented Register. To create this list, the Gifted and Talented Lead Teacher compiles the lists of the 'more able' pupils across all subjects. These pupils are ranked according to the number of subject 'nominations'. Those with the most nominations are placed on the Gifted and Talented Register, along with any pupils who have been identified by Subject Leaders as having a truly outstanding ability (but may only appear on one subject list).

The Gifted and Talented Register seeks to identify the top 5-10% of the school cohort. Those pupils who are not named on the Gifted and Talented Register will still be identified as being 'more able' within individual subject areas and will, therefore, still be monitored and targeted with extension activities as appropriate.

7. Teaching and Learning

At the heart of the provision for More Able, Gifted and Talented pupils will be what happens in the classroom, in every lesson, on every day. **This is the direct responsibility of every class teacher.** Classrooms should be places where learners are inspired, encouraged and challenged to question, speculate and hypothesise. Our teachers will acknowledge pupils' different learning styles by aiming to include visual, auditory and kinaesthetic activities in every lesson. The challenge for teachers is to make every lesson motivating and engaging, and to ensure that every child is stretched.

When planning and delivering lessons teachers will consider how the needs of more able, gifted and talented pupils might be met through:

- Open-ended activities and investigation
- Ambitious expectation
- Enrichment
- Extension
- Pupil mentoring

Schemes of work and departmental planning should provide learning programmes and resources to cater for the needs of More Able, Gifted and Talented pupils. Our School will provide a curriculum and learning experience that is broad and available to all learners and, in addition to formal lessons, this will include:

- A range of extra-curricular activities that enable all learners to develop their particular talents, e.g. sport, music, art, ICT and school visits.
- Access to centrally provided activities e.g. Frontiers, Children's University, NAGTY membership.

- Managing whole school resources (e.g. library, ICT) to allow learners to follow and develop particular interests.

8. Roles and Responsibilities

Role of the Local Authority (LA)

The LA works in partnership with parents, schools, the community and other agencies to provide opportunities for individual learners to demonstrate their full potential and develop individual aptitudes, abilities and talents. It acknowledges that learning is ongoing and takes place both within and beyond schools. The LA supports schools through:

- facilitating courses, conferences and professional development activities to raise awareness;
- facilitating initiatives for pupils e.g. Out of Hours learning opportunities, Children's University;
- providing opportunities for sharing successful practice across the LA and more widely;
- monitoring the quality of provision for pupil access.

Role of the School

It is our responsibility to identify More Able, Gifted and Talented learners, to maintain a register of these pupils and to establish an ethos and provision through which exceptional ability in all its forms is recognised, valued and celebrated. We will ensure that higher level targets are set at each stage (including exceptional performance targets) to ensure that the needs of More Able, Gifted and Talented pupils are met.

Role of Governors

Our Governors, have a special responsibility for ensuring that the needs of the pupils are met. They ensure that the policy is implemented, monitored and evaluated. We help them to do this by providing data on the progress of More Able, Gifted and Talented learners and involving them fully in policy-making and review. The Governing Body has appointed a named governor for More Able, Gifted and Talented learners who works closely with the Gifted and Talented Co-ordinator and Lead Teacher to develop and monitor provision.

Role of the Head Teacher and Senior Leaders

Head Teachers and Senior Leaders are responsible for ensuring that:

- the Curriculum meets the needs of individual learners, including the More Able, Gifted and Talented learners;
- sufficient resources, support, training and status are provided to the Gifted and Talented Coordinator and Lead Teacher;

- there is a whole school commitment to, and support for, More Able, Gifted and Talented learners;
- there is a school policy for More Able, Gifted and Talented provision that provides a clear framework or guidelines for subject policies;
- that the register of Gifted and Talented pupils is updated termly in line with the requirements of the Pupil Level Annual School Census (PLASC) form.

Role of the Gifted and Talented Coordinator and Lead Teacher

The role of our Co-ordinator and Lead Teacher is to support and challenge their colleagues to meet these needs within particular classes and subjects and to promote good practice within the School. They are well supported by the School's Senior Leaders, have the authority to move things forward throughout the School and are given time for their work as Gifted and Talented Co-ordinator or Lead Teacher.

Role of Curriculum Leaders

Our Subject Leaders ensure that good provision is made for all More Able, Gifted and Talented pupils through their support and monitoring of teachers' planning, schemes of work and the performance of pupils. They are also responsible for identification and regular monitoring of their own list of able pupils.

Role of class/subject teacher

The teacher in the classroom is at the heart of our School's provision for More Able, Gifted and Talented pupils. Our teachers cultivate effective learning environments by:

- providing suitably challenging activities and questions to extend the core learning tasks;
- encouraging pupils to take risks, to play with ideas and to regard all answers, whether right or wrong, as productive opportunities for learning;
- provide teaching that encompasses all learning styles;
- providing rigorous and constructive feedback to pupils on their work;
- looking for opportunities to widen the scope of learning activities beyond the school and the classroom.

Role of the Pupil

Our pupils are involved in articulating what helps them to be effective learners. They are given opportunities to:

- develop the language to discuss the process of their learning;
- raise their awareness of their own preferred learning styles;
- participate in setting targets for learning, including how they will evaluate the outcomes.

These approaches enable pupils to develop strategies for working successfully within a range of contexts so that they become more diverse and effective learners.

Liaison with Parents/Carers

Our parents and carers are notified that their child has been identified as More Able and in what areas. They are advised about the provision made for their child's educational needs. Resources are available to support parents, e.g. the Bedfordshire website for Gifted and Talented:

www.bedfordshire.gov.uk/bedfordshire/staticpages.nsf/web/staticpages/nllea12.

We also actively encourage parents to inform the School of their child's specific accomplishments and skills achieved outside school, so that we can recognise and build on these strengths within the curriculum, as well as celebrating their achievements.

9. Monitoring and evaluation

Our School Policy for More Able, Gifted and Talented provision is reviewed annually to ensure that it is working successfully. Essential components of our monitoring include:

- the use being made of assessment data to provide appropriate learning for More Able, Gifted and Talented pupils;
- regular review of the progress of the More Able, Gifted and Talented cohort;
- the effectiveness of pupil tracking and interviews;
- review of the register.

10. Summary: further support and guidance

The Local Authority supports schools through:

- Facilitating courses, conferences and professional development activities to raise awareness.
- Facilitating initiatives for pupils e.g. out-of-hours learning opportunities, Children's University.
- Providing opportunities for sharing successful practice across the LA and more widely.
- Monitoring the quality of provision for pupil access.
- **The Bedfordshire G&T website** which contains a considerable amount of useful information including updates on national, regional and local initiatives and opportunities for pupils and teachers. www.bedfordshire.gov.uk/bedfordshire/staticpages.nsf/web/staticpages/nllea12