



Able, Gifted and Talented Policy

Approved by Governors on 29 January 2019

Review Committee: Standards and Effectiveness Committee

Review: Spring Term 2021



ABLE AND TALENTED POLICY

Mission Statement

“Love one another as I have loved you” (John, 15)

We believe that Jesus Christ and his Gospel Call – to love God and all people – are at the heart of what we do.

He inspires us, as children of God, to uphold the dignity of each individual.

We strive to develop a community in Christ which fully supports all in achieving their potential – spiritually, academically and personally.

Rationale

Christ The King Catholic High School aims to serve the diverse and different educational needs of all its students by providing an appropriate match between the academic curriculum, the wider curriculum and the individual learning styles of each of its students in order to “stretch and challenge” them.

We aim to ensure that students achieve their full potential and raise their future aspirations. Therefore, distinct provision for Able Gifted & Talented students is an integral part of offering personalised learning to every student.

We believe that by maximising the potential of the Able Gifted & Talented cohort, we will raise the outcomes for the school as a whole.

Definitions

Able students are defined as those who have a greater than average potential or ability and whose needs may not be met by regular core curriculum.

Many able students show their abilities openly, enjoy and are proud of their work and achievements. However, others fail to flourish and may have (and portray) a poor view of themselves.

Talented students are defined as those students who have exceptional potential or ability in the creative arts, performing arts or sporting activities.

Identification

Able Gifted & Talented students are identified by subject teachers within each department and these lists are available to all staff on Firefly and SIMs. This selection process includes a range of identification methods used in conjunction with each other to ensure the range of abilities and talents, the mix of gender, race, background and culture within the school are represented in this cohort.

Departmental Leaders take into account:

- National Curriculum test results at Key Stage 2
- CATs results
- Subject teacher nominations

Talented students are identified purely through teacher nomination with specialist staff identifying the most able students in their subject area.

Aims for the identified students

- to ensure all Able Gifted & Talented students have access to an appropriate curriculum
- to allow students to work at higher cognitive levels
- to provide opportunities for students to realise and develop specific skills and talents
- to develop the “whole” student in terms of social, intellectual and creative development
- to improve motivation and self-esteem of Able Gifted & Talented students
- to raise the aspirations of Able Gifted & Talented students

Aims for the whole school

- to have a whole school impact on attainment of all students
- to increase the expertise and ability of teachers to meet the needs of able students
- to share good practice with colleagues within school
- to ensure individual departments are providing for the most able

Provision – How will these aims be achieved?

Educational provision for Able Gifted & Talented students should include a combination of differentiation (teaching to the most able in the class then differentiating down), enrichment, extension and acceleration both inside and outside the classroom.

Inside the classroom:

Subject departments' schemes of work will include a combination of extension, acceleration and enrichment activities.

Teaching and Learning activities to be utilised:

- Tasks which demand higher order thinking
- Independent learning
- Critical thinking
- Extended written answers
- Activities which develop literacy skills and oracy
- More complete and open-ended tasks (learning extended not just more work given)
- Flexible teaching and learning strategies to exploit different learning styles.
- The opportunity to take risks in an organised, protective environment, even if this means sometimes failing

Outside the classroom:

Current opportunities for extension and enrichment include:

- master classes at Sixth Form colleges
- university lectures
- field trips
- sporting opportunities
- Sports leadership
- Sixth form visits

Monitoring and Evaluation

The monitoring and evaluation of the Able Gifted & Talented programme is a continuous process in terms of teaching and learning, progress of students (academic, social and emotional) attainment. It includes the following components:

- Progress and performance against local and national targets, specifically:
 - % 7+ grades
 - Number of students gaining 3 or more 7+ grades
 - Number of students gaining 5 or more 9-4 grades
 - Number of students gaining 5 or more 9-4 grades including English and Maths
 - Number of students achieving Progress 8
 - Number of students achieving Attainment 8
 - Comparisons with students performance in similar schools both locally and nationally
- Lesson observations and student tracking – to examine quality of provision in lessons in terms of differentiation, enrichment and extension

Parental Involvement

We seek to inform parents of any activities taking part specifically for Able Gifted & Talented students. The school will offer advice about student teaching and learning and attainment through reports, parental consultation meetings and where necessary informal contact throughout the year.

Organisation and Responsibility

The Able Gifted & Talented Co-ordinator will have specific responsibility for:

- Keeping the Able Gifted & Talented register up to date
- Encourage enrichment and extension activities
- Encouraging and monitoring distinct teaching and learning for Able Gifted & Talented students through differentiation and challenge
- Tracking the cohort
- Monitoring and evaluating the impact of the programme

- Working with departmental heads, Achievement Co-ordinators, staff, students and parents to provide for the needs of the cohort

Heads of Departments will have specific responsibility for:

- Overseeing the distinct teaching and learning of Able Gifted & Talented within their subject area, ensuring students are “stretched and challenged”
- Overseeing the provision of extension and enrichment opportunities within their subject
- Explicitly including Able Gifted & Talented provision within the agenda at departmental meetings in order to monitor and promote practice

Achievement Co-ordinators will be responsible for:

- Overseeing the personal and social development of Able Gifted & Talented students within their House group
- Working with the Able Gifted & Talented Co-ordinator to monitor the progress of Able & Talented students within their House group

All staff have a responsibility to help identify students who are Able Gifted & Talented in their curriculum area. All staff have a responsibility to build explicit provision for Able Gifted & Talented students within their lesson plans.