



MORE ABLE, GIFTED & TALENTED POLICY

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GIFTED AND TALENTED POLICY

Principles & Aims

- Newbridge High School is committed to promoting achievement and raising standards by providing an environment which engages all students to maximize their potential and develop their talents to the full.
- We aim to provide challenging and enjoyable learning opportunities that enable students to develop their personalities, skills and abilities, intellectually and socially.
- We recognise that we can make a difference in providing opportunities for able students to achieve their best and that we have a responsibility to do so.
- Our approach is inclusive, recognising a child's entitlement to a broad balanced curriculum.
- We encourage hard work, and the development of ability to learn independently.
- We celebrate achievement and encourage all students to take a pride in their progress and in achieving their potential.
- The policy is operated with flexibility to take into account individual needs and circumstances, such as the needs of students of multiple or dual exceptionality. We are committed to working for quality and equality of opportunity.

We will:

- Involve parents and promote parental involvement and partnership in student learning.
- Use a range of identification and assessment procedures to recognise ability, talent and potential.
- Work with teachers and LSAs to develop high quality learning for all and appropriate courses and programmes.
- Devise, operate and evaluate a range of differentiated strategies for provision which build on and enrich the curriculum.
- Strive to raise the levels of achievement of all students, including those who are more able, gifted or talented.
- Support teachers, cover supervisors, the pastoral team and LSAs in providing for and monitoring children's needs.
- Recognize and address under-achievement, and provide challenge and assistance where required
- Monitor carefully where extra intervention may be needed to counter disadvantage.
- Meet the particular social and emotional needs associated with some more able students; and strive to remove barriers to progress.
- Acknowledge and promote parental involvement in the learning of their more able, gifted or talented children.
- Set challenging targets for all students.
- Monitor and evaluate provision and quality using the schools' M & E cycle and development plan system to continually improve.

Definition

Newbridge High Schools' definition of ability encompasses five separate components which it regards as essential to educational success:

- 1 innate ability**
- 2 opportunity**
- 3 support**
- 4 motivation**
- 5 hard work**

Gifted and talented students have outstanding talent and perform or show potential of performance at remarkably high levels of accomplishment when compared with others of their age, experience and environment.

More able students within an area of the curriculum are those who achieve or have the potential to achieve the highest (orange) pathway within that area.

Using this wide definition, students with a strength in one area, many areas or all areas are identified.

It is recognised that more able or gifted and talented students can be:

- good all-rounders
- high achievers in one area
- of high ability but low motivation
- of good verbal ability but poor writing skills
- very able with short attention span
- very able with poor social skills
- keen to disguise their abilities

Organisation of Provision

- Children should be educated, for the most part, with their age group. Differentiation, enrichment and extension will be the main organisational responses rather than acceleration through the National Curriculum Programmes of Study. However, specific projects designed to enrich the curriculum and extra-curricular activities take place. Careful account of students' social and emotional maturity is taken in choosing best provision.

A variety of opportunities include

- Whole school events such as assemblies, sports day
- Leadership roles for students e.g. sports leader, peer mentors
- Special activities and collaboration e.g. school newspaper, poetry competition, magistrates court simulation
- Performing Arts productions
- Educational visits
- Competitions

- Community Arts
- Visitors to school who provide expertise and motivation
- Recognising achievement in Book of Excellence
- Student groupings within subject areas designed to stretch the more able.

Responsibilities, Planning and Record Keeping

A named member of SLT is responsible for more able and gifted and talented students and is the 'lead teacher', coordinating provision, including liaison with parents and monitoring of progress. A record of students is kept. Liaison and training with Curriculum Leaders encourages provision and spreads good practice.

Curriculum Leaders in all subjects and PMs have responsibility for standards, policy and evaluation and all teachers have a central role in effective provision.

Rationale for working with High Performers

- provide interventions that would not otherwise be there to promote attainment, encourage self confidence and counter possible negative peer pressure;
- intervene promptly when students with high potential are identified as underachieving;
- promote opportunity for talents to flourish;
- prevent disaffection;
- recognize the possibility that students who are bright on paper might underachieve;
- put emphasis on able students performing at a high level in their area of potential
- be constantly alert to recognising students whose ability has not yet been identified.
- in identifying high performing students and addressing their need it is hoped that provision will be improved for all students

Continuing Staff Development

The lead teacher will keep abreast of current research and developments in pedagogy.

The lead teacher will deliver INSET inviting outside expertise where needed.

All teachers know the classroom quality standards.

Identification

Teacher recommendation

Individual teachers have expertise in assessing students against orange pathway criteria. Curriculum Leaders ensure, through moderation, that these assessments are accurate, and, in partnership with others in ACE schools, that the orange pathway criteria are sufficiently challenging in the light of KS2 and GCSE expectations.

Performance Data

- KS2 SATs standardized scores
- KS2 Teacher Assessment
- Reading Ages

- FFT20 expectations
- Ongoing teacher assessment

Primary School Links

As part of liaison and the transfer of information on all students, all feeder Primary schools each make recommendations. This information is passed to Curriculum Leaders.

Characteristics

It is recognized that aptitudes that more able and gifted and talented students demonstrate are often defined by the students' ability to:

- show curiosity
- hear sounds accurately
- show high level of confidence
- be intrigued rather than frustrated by problems
- spot patterns quickly
- create

Monitoring and Evaluation

Provision for Gifted & Talented students is monitored and evaluated by:

- analysis of achievement data (retrospective and current cohorts) attainment and progress
- liaison with feeder primary schools and upper schools
- tracking the progress of identified students
- feedback from department reviews
- Student voice
- mentoring sessions
- regular scrutiny of results by Curriculum Leaders
- work sampling by Curriculum Leaders
- Communication with parents especially at parents' evenings

APPENDIX 1

What does good teaching of more able and gifted and talented students involve?

Features of effective teaching

- a high degree of subject knowledge
- the ability to negotiate with students challenging goals/targets
- understanding of how to plan class work and homework in order to increase the pace, breadth or depth of the coverage of the subject, deepen and extend learning opportunities
- the capacity to envisage and organize unusual projects and approaches which catch students' attention and make them want to explore the topic, work hard and persevere
- the use of tasks which help students to develop perseverance and independence in learning through their own research or investigation, while ensuring that they have the necessary knowledge and skills to tackle the work effectively on their own
- the use of demanding resources which help students to engage with difficult or complex ideas and use those resources effectively and creatively
- the use of ICT to extend and enhance students' work and the opportunity to present the outcomes to others
- the ability to deploy high-level teaching skills in defining expectations, creating a positive classroom climate for enquiry, asking probing questions, managing time and resources, and assessing progress through the lesson
- the confidence to try out new ideas, to take risks and to be prepared to respond to leads which look most likely to develop higher levels of thinking by students
- an awareness of the effects of ethnicity, bilingualism, gender and social circumstances on learning and achievement

Skills that promote development

- high level questioning skills
- thinking skills
- problem solving skills
- research techniques
- recording skills
- communication skills

APPENDIX 2

Differentiation for more able and gifted and talented students

- Staff should identify in their Mark book more able and gifted and talented students when planning all lessons
- Curriculum: schemes of work should identify planning for the furthest point of learning. Differentiate for students by allowing them increasing choice, this gives them a sense of ownership and improves engagement and motivation.
- Outcome – students undertake the same task and produce a variety of results. How students respond to the task, and the level they reach, provides the differentiation. To be successful, you need to show students examples of possible outcomes. Ensure that students know the furthest point of learning that they could reach and how to get there. Challenge and support students to reach for the highest level they possibly can.
- Task – differentiate by adapting the task or providing different tasks. This will enable all students to engage with a task at a suitable level of challenge and to achieve. Remember that differentiation is fundamentally about the quality of students learning, not the quantity.
- Resource – for example - length of text/ difficulty of language/ comprehension exercises set / use G&T to lead learning
- Learning objective – Students need to understand the purpose of the lesson, believe they will achieve and that the lesson has value for them. It needs to connect to the real world and other subjects. Ideally they will understand how the lesson will help them reach their long term goals.
- Starters and Plenaries - Should engage and challenge, inspiring G&T students to think deeply using a varying of PLT skills and encourage further, independent exploration.
- Thinking skills – with some thinking skills models, differentiation is partially integrated because the skills are hierarchical. Bloom’s taxonomy is the best known of these. The depth and complexity of thinking required increases as we move up the scale.
- Questioning – Open questions - based on personal opinions and without a single right answer will invite students to think and get involved in the learning. Open questions can often be accessed at different levels, especially when followed up with extension questions, eg. How did you reach that conclusion? What evidence can you provide here? Give thinking time to answer questions. Think about using the no hands rule.

- Student groupings – similar learning potential / mixed learning potential/ single gender groups/ similar learning preferences/ choice of task etc
- Group roles – allocating roles means all students have to play their part since they are dependent on each other for the outcome. Possible roles – group leader , note taker, time keeper, summariser, spokesperson, resource finder (as well as all members contributing ideas) G&T leading learning.