



QUINTON HOUSE SCHOOL

Gifted, Talented and More Able Policy

This policy is an integral part of the School's broader development of maximum inclusion of educational opportunity for all pupils. It states our commitment to providing an environment in which all pupils are encouraged to realise their potential.

NOVEMBER
2015

Rationale

This policy is an integral part of the School's broader development of maximum inclusion of educational opportunity for all pupils. It states our commitment to providing an environment in which all pupils are encouraged to realise their potential.

All children need encouragement and support just as much as other children. All pupils should receive the education they need and if they need specialised or extra help because of a gift or talent they should have the same entitlement as pupils who find learning difficult.

Aims

This policy is intended to support the following aims:

- Raising the aspirations of all pupils.
- High expectations of achievement for all pupils.
- Greater enterprise, self-reliance and independence for all pupils.
- Continual improvement in quality of the provision of teaching to support all pupils regarding depth, breadth, pace and opportunity.

In order to achieve these aims, we will ensure that all pupils have opportunities to develop specific skills or talents.

All pupils are individuals with their own special needs and requirements. Able, Gifted and Talented pupils need to be identified, targeted, supported and challenged. Strategies need to be devised and implemented, and pupil progress needs to be monitored (in much the same way as statemented pupils and pupils with learning difficulties/Special Educational Needs). This is not to say that able pupils are more worthy of individual attention than other pupils - rather that, within a framework of equal opportunity, they are entitled to have their needs recognised and addressed.

Definitions

Able pupils

Able refers to students who achieve, or have the ability to achieve, above average in one or more of the National Curriculum subjects.

Gifted pupils

Gifted refers to students who achieve, or have the ability to achieve, significantly above average in one or more of the National Curriculum subjects other than art, performing arts or physical education.

Talented pupils

Talented refers to those students who achieve, or have the ability to achieve, significantly above average in art, performing arts, physical education or in areas requiring visio-spatial skills or practical abilities (these could include a range of non-traditional areas) compared with the attainment of other students in their year group at Quinton House School.

Identification

Able pupils are identified using base line data. Pupils achieving band A GL assessment, band A Midyis score, Band A Yellis or 2.5 and above in their Allis ability score.

Gifted pupils are identifies using base line. Pupils achieving above 125 points on their GL assessment or Midyis score, above 125 on Yellis or 3.5 and above for their Allis ability score.

Talented pupils are identified based on teacher or parent nominations. Talented subjects include Music, PE, Drama and Art. If a pupil is classified as able in two or more of these subjects then they are classified as Talented. Teachers are also asked to identify any exceptional pupils in any of these subjects. These pupils will be classified as Talented and will remain with this classification during their time at Quinton House School. If a pupil falls slightly short of being exceptionally able but they are regarded as being outstanding in one of the above subjects then they may be classified as Talented by agreement between the head of department and AG&T coordinator. The Talented cohort will be reviewed regularly and may change annually.

Once a pupil is identified as Gifted they cannot be removed from the register unless they either leave Quinton House School or if there is strong reason and evidence to suggest that the pupil is reacting and performing negatively as a result of the Able, Gifted or talented label.

We invite parents and pupils to be able to nominate a pupil for a talent, including self nomination. The pupil may have a skill or talent that may not be recognised within the schools curriculum, but which should be identified and recorded through the AG&T and Able register. This may include involvement and success in teams, bands, clubs, competitions, etc. They are important elements within the identification process. The G&T coordinator will decide if the nomination detail should be added to the register accordingly.

Able, Gifted and Talented (AG&T) pupils are identified within the Able, Gifted and Talented Register. These are available to all staff on request from the Gifted and Talented Coordinator and also via the VLE. The registers are collated and kept up to date by the Gifted and Talented Co-ordinator. All teachers are required to record all pupils who are Gifted, Talented or Able on their registers.

Organisational and in-class approaches

Important strategies include:

- Provide training to staff in AG&T provision through continual CPD, action research groups and the sharing of good practice.
- The provision of opportunities for able, gifted and talented pupils to work with pupils of similar ability. This will mean that it is appropriate for pupils to work with older pupils occasionally.
- Providing information on the needs/strengths of each individual AG&T pupil for use in planning.
- The coherent management of pupil groupings (whether in mixed ability groups or ability sets) and recognition that whilst there may be a higher concentration of gifted and talented or able pupils in some groups there will be pupils who have gifts and talents in all groups.
- Ensuring that the supporting of AG&T pupils is the responsibility of all staff.

- A wide range of appropriate courses will be offered to pupils to match their ability and this may include pupils taking exams early or being entered for different courses to the rest of their year group.
- Ensuring that pupils are provided with a broad learning experience and a number of flexible pathways and opportunities.
- Support with a variety of programs that raise the aspirations of pupils, and develop their academic ability to prepare them for further study.
- Support with applying to highly selective universities.
- Support with applying for highly competitive courses.
- Development of breadth and experiences that create opportunities for talents and abilities to emerge and be recognised.
- The provision of enrichment/extension activities and tasks.
- Differentiation within subject areas to raise the level of challenge.
- The development of independent learning by allowing pupils to organise their own work, to carry out tasks unaided, evaluate their work and become self-critical.

Out of class activities

The following are offered on a regular basis and, although these benefit all pupils, they are particularly apt for ensuring that pupils who have potential in these areas are given opportunities to practice and extend their skills:

- Enrichment visits and trips.
- Aspiration raising programs.
- Support with experience gaining activities, such as summer schools.
- Academic development programs, such as the EPQ in the 6th form.
- Professional led workshops.
- Residential experiences.
- Musical and sporting activities.

Organisation, co-ordination and monitoring

The Gifted and Talented Co-ordinator is Mr A. Brough.

The Gifted and Talented Co-ordinator has overall responsibility for:

- Ensuring that the policy is implemented.
- Co-ordinating the monitoring of progress.
- Ensuring that the professional development programme includes relevant aspects of gifted and talented provision.
- Raising the level of challenge in the classroom.
- Raising the profile and ethos of AG&T within the School.
- Strategies for the effective monitoring and tracking of underachievement in AG&T.

The Head of Department has responsibility for:

- Raising the level of challenge in the classroom.
- Strategies for the effective monitoring and tracking of underachievement in AG&T.

The SLT will take responsibility for:

- Monitoring the AG&T across the school.
- Supplying the AG&T with a budget.
- Evaluating the effectiveness of the policy and reviewing it with the Gifted and Talented co-ordinator.