



Gifted, Able and Talented (Exceptional Potential) 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.

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2017

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 exceptional potential.

All pupils need encouragement and support just as much as other pupils. 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.

This policy has been re-branded away from older definitions which had caused confusion and unnecessary over-complication. We base our definition on well-regarded academic research and the secure principle that all our Quinton House School pupils are on a personalised learning journey which entitles them all to an education which is going to fulfil and challenge their potential.

By recognising our pupils with exceptional potential we aim to teach to the top level and scaffold learning down so that all pupils feel stretched and inspired in their learning at Quinton House School.

The roles and responsibilities for the effective implementation of this policy are a partnership between the pupil, parent, subject teacher, Head of Department (HoD), Exceptional Potential Co-ordinator (EPC) and Senior Leadership Team (SLT).

Identification

Exceptional Potential (EP) pupils are identified by being within the top 20% of the base line data which accompanies their year group at Quinton House School. Those with a baseline score of more than 125 are automatically added. This secures the pupil onto the Main Register and the pupil is coded green. That identified pupil cannot be removed from the Main Register during the Key Stage of Learning. Parents are notified by the EPC when pupils have been identified in this manner.

EP pupils can be added onto the Departmental area of the Main Register (coded pink) if they meet the criteria defined by the Department. The criteria will be clear, transparent and evidence-based. That pupil's name and details will be given to the EPC by the HoD and added to the register by the EPC. Within a Key Stage that identified pupil cannot be removed from the Main Register. The Departmental area of the Register should not identify more than an estimated 20% of their pupils within each Year Group and the Departmental criteria will reflect this. Parents are notified by the EPC when this takes place.

Parents will be invited to share with Quinton House School staff any information which they believe will aid the identification of their pupil as having Exceptional Potential. This will take place using a standard form when they join Quinton House School as a new pupil.

During the academic year class teachers and HoDs are responsible for communication with parents whose pupil is a registered EP pupil e.g. to share information regarding stretch and challenge learning opportunities inside and outside the classroom, answering queries and responding to parental concerns.

The EP Co-ordinator's role is to ensure that these identification procedures are followed in a timely, efficient and transparent manner.

Provision

Quinton House School provision for pupils identified with EP runs firmly on the principle that they must be actively encouraged to stretch and challenge themselves to take part in the additional activities provided for all and provided by each Department.

Each Department will have a list of stretch and challenge activities which they will regularly run, review and advertise e.g. on noticeboards and letters home. HoDs will ensure that EP pupils are aware and encouraged to participate e.g.

- National and International competitions
- Trips, Lecture visits and excursions
- Differentiated classroom materials
- Contact with aspirational role-models
- Extension opportunities in the Creative Curriculum

EP pupils identified on the Main Register (Green) (top 20% data) will be further supported by school membership of (and resource access to) NACE (National Association for Able Children in Education). This information will be shared centrally on the Academic Drive and with parents.

Pupils identified by a Department, but not on the Main Register (pink) will be interviewed termly by the HOD to monitor which activities they have completed to show stretch and challenge. This information will also be shared centrally and with parents.

We offer scholarships in certain subjects e.g. sport, music.

Monitoring

EP pupils on the Main Data Register (Green) will be interviewed at the end of each Half Term by EP Co-ordinator to review their learning participation and performance. Results will be shared with SLT and HODs.

EP pupils on the Main Departmental Register (Pink) will be monitored regularly by the HoD throughout the Academic Year.

Any EP pupil causing concern will have a Progress Support Plan (PSP) put into place.

Celebration

The Summer Term focuses on utilising EP pupils to nurture learning potential in the Key Stage/s below their current level. All HoDs are encouraged to collaborate and engineer these opportunities.

All achievements of all Quinton House School pupils are advertised and celebrated e.g. in newsletters, Noticeboards Boards and assemblies. Every opportunity to recognise the EP pupil will be utilised.

This feeds into the endorsement of a pupil at Key Stage 5 for the positions of Prefect Team and Academic Ambassadors.

Organisational and in-class approaches

Important strategies include:

- Provide training to staff in EP provision through continual CPD, action research groups and the sharing of good practice.
- The provision of opportunities for EP 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 EP 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 EP pupils in some groups, there will be pupils who have gifts and talents in all groups.
- Ensuring that the supporting of EP pupils is the responsibility of all staff.
- Ensuring that pupils are provided with a broad learning experience and a number of flexible pathways and opportunities.
- Support with a variety of programmes 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.

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

Organisation, co-ordination and monitoring

The Exceptional Potential Coordinator is Clare Moss

The Exceptional Potential Coordinator has overall responsibility for:

- Ensuring that the policy is implemented.
- Coordinating 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 EP within the School.
- Strategies for the effective monitoring and tracking of underachievement in EP.

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 EP.

The SLT will take responsibility for:

- Monitoring the EP pupils across the school.
- Evaluating the effectiveness of the policy and reviewing it with the Exceptional Potential Coordinator.