



ST IVO SCHOOL

ABLE, GIFTED AND TALENTED POLICY

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As stated in our guiding principles, the students are at the heart of our school, which seeks to develop the whole person. We endeavour to provide quality and excellence through a wide range of challenging and rewarding learning experiences, which seek to enable all students to reach their full potential. The aim of this policy is to set out the procedures for identifying, and providing for and monitoring, the academic, social and personal development of our most able students.

This policy should be read in conjunction with the Curriculum Policy, the Special Needs Policy, the Equal Opportunities Policy and our Guiding Principles.

Rationale and Aims

Rationale

St Ivo is a comprehensive school, which caters for the full range of student abilities. Our ethos is one of inclusion; we are a child centred school, aiming to help each student to achieve their full potential. St Ivo's balanced and broad curriculum provides all students with a wide range of both challenging and rewarding learning experiences. We recognise that some of our students have a high ability in a range of different areas. Whilst this may be subject specific, showing academic giftedness, others may show a particular skill or talent in other areas such as sport, music or dance. Likewise some students may be advanced in their social development showing leadership or equally advanced qualities that need fostering. We therefore recognise that our most able and gifted and talented students have particular educational needs, which necessitate special provision that may also require support through external agencies, in order to ensure that they achieve their full potential.

Aims:

- *to help staff recognise the talents and ability of our most able students;*
- *to maximise the potential of every student by creating and maintaining a challenging and enjoyable learning environment;*
- *to motivate students to develop their creative; cognitive; practical; social and personal skills;*
- *to encourage students to engage in the planning and development of their own learning;*
- *to enable students and staff to recognise that breadth of experience is as important as depth.*

Definition of Terms

At St Ivo we identify the most able top 5-10% of students. Within this group it is expected that there will be a cohort of approximately the top 2% that can be defined as 'gifted and talented' students. Individual Department's are responsible for identifying students in their subject, each having established their own definition of a 'gifted and talented' student within their subject area, including distinguishing characteristics / likely exhibited qualities.

Identification

The identification of most able pupils involves a number of different methods, all of which have some limitations requiring the adoption of a variety of

methods to avoid bias. As well as teacher observation and professional judgement, test results and checklists, primary-liaison is to be encouraged where appropriate to facilitate the transition of more able students between key stages. It is also essential that at secondary level, subject-specific criteria be used in the identification of more able students. Each department is responsible for establishing criteria identifying characteristics that distinguish high ability students in their subject. In doing so, continuity in nomination by teaching staff within a department is more likely to be achieved.

Identification Strategies

Essentially identification must be a product of teacher assessment, observation and professional judgement. A 3-stage model of identification based on the work of Renzuli is to be used. This 3-stage system has been adopted to ensure that underachievers are not excluded from the identification process by implementing a series of nomination procedures.

1. Test Score Nomination (G&T Co-ordinator)

All those students above the 95 percentile are automatically selected using test score nominations including the London Reading Score and SATS results.

2. Departmental Nominations (Subject specific)

Heads of Department are notified of those students automatically selected on the register as a result of test score nominations. Departments are to indicate which students, if any, already nominated on the list exhibit characteristics of high potential within their particular subject. Teachers should then nominate other students displaying G&T characteristics in their subject. Each department has identified the characteristics that distinguish ability in their subject (as set out in department handbooks). This is likely to involve indicators other than simply test scores and may be related to high creativity levels, task commitment, unusual interest etc (as set out in individual department policies). As a product of the teacher's professional judgement these are of equal value to test score nominations.

3. Alternate Pathways / Special Nominations

(All teaching staff to include nominations from Form Tutors / HoY)

An annually updated list is circulated to all teaching and form staff to allow teachers to nominate students not already identified. This is to ensure that underachievers are nominated and that suitable provision can be made to support them.

Year 7 entries will initially be based on those students recognised by their primary schools as being 'gifted and talented'. These entries will be reviewed at the end of the Autumn term by subject staff and updated accordingly. The final list is processed by the Gifted and Talented Co-ordinator and distributed with relevant information to Heads of Department annually. It is clear that the identification procedure must be flexible and teachers should inform the 'gifted and talented' co-ordinator of any students that they identify during the year.

Provision for the most able

Whole-school provision

A variety of whole-school strategies are already in place and we seek to extend these where possible. Current provision includes:

- Year 13-11 mentoring scheme;

- Maths and Science Challenges;
- Opportunities for pupils to serve on year councils and stand for local youth council elections;
- Student voice opportunities

In-class provision

All pupils are encouraged to become 'independent learners', and departments make use of differentiated resources, teacher intervention and professional judgement to provide for the needs of gifted and talented' students.

Extra-curricular provision

We aim to:

- provide a range of extra-curricular activities and clubs
- provide enrichment activities
- to make use of outside agencies for training and provision (e.g. links with Cambridge University)

Social-Emotional Development

Consideration of the whole child is essential and it is important that the social-emotional development of our more able / gifted and talented students is in balance with academic development. The form tutor as well as subject staff has a valuable role to play in monitoring the social-emotional development of these students. Consideration should be given to:

- the need for peer acceptance
- changes in friendship groups
- the need for time to experiment

Pedagogy

At the heart of enrichment and extension is the ability of staff to be confident in identifying and working with more able students. Staff should adopt differentiated approaches to their work making use of pedagogic strategies to provide challenge and encourage students to engage in the development of their own learning. Updating of good practice, new initiatives and resources should be shared within departments, and, as and when required, through whole school INSET opportunities.

Co-ordination; monitoring and evaluation

Responsibilities and Co-ordination

It is the responsibility of all staff to identify, support and make appropriate provision for more able and gifted and talented students by stimulating and cultivating learning through the extension and enrichment of the curriculum.

Individual departments offer extension to students in all years (including sixth form) and they are responsible for reviewing curriculum content and for assessing the suitability of their teaching methods and resources for meeting the needs of all students.

Tutors and Heads of Year, through liaison with subject teachers, extra-curricular activity organisers and the Gifted and Talented Co-ordinator, also play a vital role in the identification and support of more able and gifted and talented students. Not least in continuing to promote the school ethos of valuing the abilities and aspiration of all our students. Recognition and

celebration of all student achievement, across the whole school spectrum, is seen in classrooms, tutor bases and assemblies.

Parents have an equally important role to play and we seek to develop and maintain strong home-school liaison to help parents share our high expectations of their children and to maximise the opportunities that can be exploited to fully develop the gifts and talents of our students. Regular dialogue between home and school on the various aspects of the child's development is essential to ensure an effective home-school partnership.

The named link governor is (*to be confirmed*)

The overall responsibility for co-ordinating the provision outlined above and monitoring the experience of individual student's progress is that of the schools Gifted and Talented Co-ordinator.

Role of the 'Gifted and Talented' Co-ordinator:

- to ensure establishment of an appropriate working definition of gifted and talented;
- to put in place effective processes for identifying the cohort;
- to monitor the programme of provision both across subject areas and in other, more external aspects of school community e.g. extra-curricular activities, school visits and trips, clubs and societies.
- to carry out and maintain an audit of resource provision for gifted and talented pupils, and to respond accordingly;
- to establish appropriate liaison with other schools and agencies, so as to promote excellence for this group
- to co-ordinate and promote extra-curricular activities which are specifically targeted at this group, and to do similar things with extension programmes within the set curriculum;
- to promote and monitor distance learning opportunities, with a view to linking with FE, HE and business / commerce providers;
- to establish appropriate communication channels with staff, parents/carers, governors and the wider community, and always seek to disseminate good practice.

Monitoring and Evaluation

A Staff Working Party will review this policy and its effectiveness regularly. It will next be reviewed in July 2005. The continued monitoring of individual students is the responsibility of all teaching staff. The able pupil register is to be updated at the end of each academic year (Years 8 to 13) in order to ensure that all staff have relevant student information to inform their planning and teaching at the beginning of September in the new academic year. The initial identification of the most able and gifted and talented students in the new Year 7 intake will take place in January of each year to be reviewed in June/July when the whole school register is updated. The updating and monitoring of the able student register as well as the dissemination of relevant information to teaching staff is the overall responsibility of the Gifted and Talented Co-ordinator.