



FOXFORD

School & Community Arts College

Able, Gifted and Talented Policy
2013/2014

Approved by Governors February 2014

Foxford School and Community Arts College Able, Gifted and Talented Policy 2013/2014

Aims

- To provide all students with learning opportunities which will enable them to fulfil their potential and achieve at the highest level.
- To broaden learning experiences, giving students the opportunity to explore subjects, ideas, and themes in more depth.
- To help motivate Able, Gifted and Talented students, in particular those who are underachieving.
- To work with and support all staff in identifying and meeting the needs of our Able, Gifted and Talented students.

Specific priorities for current school year (2013-2014)

To securely establish provision at Entry level moving to Developing level of the Institutional Quality Standards (Appendix 1) by:

- further developing the membership and use of the International Gateway for Gifted Youth (IGGY) to raise aspirations and attainment of AG&T students;
- raising awareness of AG&T and pedagogy for able, gifted and talented to enable differentiation to challenge and improve attainment and progress;
- ensure that staff are making effective use of contextual data when analysing assessments and planning;
- developing the monitoring of the progress of AG&T students across the school;
- developing the role of parents in the selection process;
- carrying out a review of the timetable and curriculum offer to ensure that the needs of all students are met (including AG&T). (To be carried out by AHT Enabling Progress and AHT Enabling Learning).

Definitions

- The DfE defines gifted students as “Children and young people with one or more abilities developed to a level significantly ahead of their year group (or with potential to develop those abilities).”
- Gifted students are generally those who show a high level of skill in more than one subject, with ability higher than those of their age and usually in academic subjects.
- A Talented student will display a high level of skills, or has the potential to achieve at a high standard, in more creative or physical subjects such as Music, Art, and P.E. or in any sport or other creative art.
- More able’ students will demonstrate consistently high ability, potential or attainment in one or more subjects. Often more able are identified as achieving above the core of the year in any curriculum area.
- Students, who are both Gifted and Talented, are those who display a range of high level skills in both academic and creative subjects.

Identification

Gifted

- Gifted students are identified in the first instance with reference to data. This will be approximately 5% of the school population.
- Key stage 2 levels. Those students whose aspiration target grade for the end of Key stage 3 is a level 7/8 (most often students who have achieved an average Key stage 2 point score of 33 or greater.)
- Key Stage 3 levels. Those students who achieve Level 7/8 in Mathematics, English (reading and writing) or science or a level 7/8 through teacher assessment in another subject at the end of year 9.
- GCSE capped points score from the best 8 subjects of 428 points or above
- AS level results - Achieving 3 or more A grades.

Subject teachers, Subject Leaders and Directors of Teaching and Learning are also invited to use their professional judgement to identify gifted students and pass their names on to the Assistant Head Teacher (Transitions and Learning).

Talented

- Talented students are identified through teacher feedback and assessment, based on subject specific criteria.
- Involvement and success in teams, bands, clubs, competitions, etc. are important elements of the identification process.
- Talented students may also be identified initially through teacher assessment at Primary.

Able

- Able students will be identified by their attainment compared to the attainment of the whole cohort. They will be approximately 10% of the school population.

Identified students will be identified on registers and mark sheets in SIMS and on a centrally held Able, Gifted and Talented register. This will be treated as a "live" document.

Provision and monitoring

Assistant Head Teacher (Enabling Progress) with other Senior Leadership

- Work with all staff to achieve and create an environment where success, aspiration and achievement are values and a priority.
- Maintain an up to date register of Able, Gifted and Talented students.
- Ensure pedagogy across the school allows all students to achieve to the best of their ability.
- Aim to ensure sufficient funding is made available to support Gifted and Talented activity.
- Enable new opportunities to be explored and developed to challenge students outside of the class room.
- To monitor Gifted and Talented student achievement and progress, alongside subject teachers as part of whole-school evaluation.
- To liaise with the A,G&T Governor about all work in school directly involving A,G&T students.

All teachers and support staff

- Have an understanding of what exceptional ability looks like and use this to identify students who are Able, Gifted or Talented in their subject.
- Know which students in their classes are on the Gifted and Talented register and why.
- Target questions and work to challenge the thinking of gifted students evidenced through planning.
- Provide differentiated activities and appropriate support and resources for the most able students, e.g. through extension and enrichment activities that broaden and develop their learning.
- To use the Classroom Quality standards (Appendix 2) to ensure quality first lessons.

It is important that Able, Gifted and Talented provision is seen as a whole school development priority which all staff are aware of and are actively contributing to. Through the sharing of good practice at all levels the strategies that we adopt to meet the needs of our Able, Gifted and Talented students will benefit all.

Review and impact

The Institutional Quality Standards in Gifted and Talented Education (Appendix 1) will act as a guide for self-evaluation of our provision for our G&T population. The standards will provide Senior Leadership with a framework that can be used to assess the support available for Gifted and Talented learners across the school and actions for improvement. The provision, policy and priorities will be reviewed annually.

The impact of the Able, Gifted and Talented policy and the strategies implemented will be measured through the tracking of student progress in terms of academic attainment both for the students specifically identified and the school population generally.