

Exmouth Community College



ABLE, GIFTED & TALENTED POLICY

Policy Details	Date
Policy Written	Ian Williamson
Policy ratified by	Curriculum Committee
Policy agreed by governors	04.10.16
Review Cycle	2 years
Policy Review date	Autumn 1 2018

Definition

- Most able students are defined by the Department for Education and Ofsted as the students who are targeted to achieve the highest grades at GCSE (8/9; A*-A).

More specifically the terms able, gifted and talented are defined as follows:

- 'Gifted' learners are those who have abilities in one or more academic subjects, such as Maths and English.
- 'Talented' learners are those who have particular abilities in sport, music, design or creative and performing arts. It includes those who are vocationally gifted.

Identification

There is a most able (gifted and talented) team within the College, managed by the Co-ordinator for most able, gifted and talented students. When students enter the college in Year 7, their Key Stage 2 English and Maths SAT's data is sifted so that the top 5-10% performers who achieved Level 5 or higher in both subjects form a focus group entitled Most Able students. These students are expected to be the highest achievers in GCSE subjects at the end of Year 11, by the DfE. There is also an opportunity for departments to nominate students who fulfil the specific criteria of a Gifted and Talented student for that subject, during the Autumn Progress reporting cycle. This should help identify and support students who may show exceptional ability in more practical subject areas, or those students for whom the Key Stage 2 SATs data is not a suitable indicator of their true capability in subjects. This group is called "Subject Gifted and Talented", and this list is reviewed annually, so as to account for differences in pupil development, focus and effort during their time at the College. Subjects use the following types of evidence when judging whether a student is Subject Gifted and Talented:

- i] Professional judgement of teachers
- ii] Subject assessment by in class testing
- iii] Use of CATS & GL test data, together with other baseline scores (eg Bently music test).
- iv] Subject specific pupil descriptors.

We also use the following criteria taken from the OFSTED review of able, gifted and talented learners:

He or she may:

- Be a good reader
- Be very articulate or verbally fluent for their age
- Give quick verbal responses (that can appear cheeky)
- Have a wide general knowledge
- Learn quickly
- Be interested in topics one might associate with an older child
- Communicate well with adults – often better than with peer group
- Have a range of interests
- Show unusual and original responses to problem solving activities
- Prefer verbal to written activities
- Be logical
- Be self taught
- Have an ability to work things out in his/her head quickly
- Have a good memory
- Be artistic
- Be musical
- Excel at sport
- Have strong views and opinions

- Be sensitive and aware
- Be socially adept
- Appear arrogant or socially inept
- Be easily bored
- Show a strong sense of leadership

Although Post 16 students are not specifically identified as a “Most Able” focus group by DfE, the College now identifies the students who are expected to attain the highest grades at Post 16 based on their GCSE attainment score. Subject teachers are also able to identify students who seem to be highly able during the Autumn Progress reporting cycle. The performance of these students is monitored and interventions and extra curricular activities targeted at them where appropriate.

The database of students that emerges from this exercise is provided to all staff via Sims marksheets, and as spreadsheets available on the S:Drive of the College ICT system. Students on these lists are now picked out during data analysis of the three reporting cycles used at the College, and students who are underachieving are highlighted to subject departments and year teams so that specific interventions can be put into place.

Effective provision in the classroom

All teachers are aware who is on the most able, gifted and talented register in their teaching groups. Teachers are encouraged to differentiate for these learners and to use new technology wherever possible.

Opportunities for curriculum enrichment are plentiful with workshops available through the College’s membership of NACE (National Able Children in Education), a not for profit education charity.

Assessment for learning

Data is used to evaluate pupil progress and target strategies for improving the academic performance of the most able.

The creation of Key Stage 4 focus groups has provided students with the opportunity to provide written feedback about teaching and learning opportunities for able, gifted and talented students in the College. Regular auditing of pupil groups by the Gifted and Talented Co-ordinator allows feedback to be made directly to subjects.

College ethos and pastoral care

The achievements of most able, gifted and talented students are recognised widely publicised using the school web site, which has a page dedicated to this group of students.

Key Stage 3 and 4 open evenings provide teachers with the opportunity to consult with parents about the ongoing opportunities and developments for Most Able, gifted and talented students.

Leadership

Lyn Edwardson is the link governor for able, gifted and talented students.

Graham Allen is the Senior Management team link.

The headteacher actively champions most able, gifted and talented students.

Ian Williamson is the most able, gifted and talented Co-ordinator and is responsible for motivating and driving most able, gifted and talented provision in the College.

This policy should be read in conjunction with the Equality Policy. No one will unlawfully be disadvantaged on the grounds of age, race or ethnicity, disability, gender and marital status, gender identity, sexual orientation, religion or belief under the operation of this policy.