



Able, Gifted &
Talented
(Whole School)
Policy

May

2017



AIMS

We seek to fulfil the needs of learners in a caring, happy environment, enabling them to realise their true potential as young people and citizens.

We aim to enable our learners to:-

PREPARE for adult life in a happy, caring and purposeful environment

ACHIEVE their full potential regardless of individual need

CCARE for everyone and encourage respect and tolerance

ENJOY education and rejoice in success



Moving Forward Together

At The Whitby High School, we are committed to providing an environment that encourages all students to work to their potential, including the exceptionally able.

Through the whole curriculum (academic, pastoral and PSHCE) we endeavour to develop the whole student intellectually, socially and emotionally.

We see effective provision for gifted and talented students as an opportunity to reinforce our aims as a school, to lead students to the achievement of their full potential. As such, we welcome the challenge of striving for excellence.

A, G&T Students - Definitions for Identification

A **gifted** student is one who demonstrates a higher level of ability than most students in their cohort in one or more curriculum or skill areas. This could manifest itself as skill in practical areas as well or instead of 'reading and writing' based subjects

A **talented** student is one who shows marked aptitude in any of the physical, artistic, creative, musical or performance areas

An **able** student is one who exhibits a higher level of ability than most students in their cohort in a wide range of subjects. These abilities often appear as 'academic', relying on confidence in literacy and numeracy.

An **exceptionally able** student is one who exhibits performance, interest and ability beyond that displayed by able, gifted or talented students. Previous guidelines suggested that this cohort was as little as 3% nationally. It is therefore possible that no student of exceptional ability will be identified in a year group or key stage at any one point in the school's identification calendar.

A, G&T underachievers are students who are failing to make the most of their innate capabilities. These students can often be sidelined because of the difficulties they can create. This group might include students:

- in families or peer groups with a social or cultural bias against high ability and achievement;
- with special educational needs, notably a learning disability
- who have English as a second language
- who lack motivation or have low self esteem, fear failure or will not willingly rise to the challenge

Identification and guidelines

- Students will be identified by each subject area in accordance to subject-specific criteria, including positive use of standardised tests and assessment of classwork and information from previous schools. Subject specific AG&T policies are updated annually and located on the staff J drive.
- Each subject area is to be responsible for ensuring that the Able, Gifted and Talented students in its area receive appropriate curriculum challenge and support.
- Each subject area is to maintain a register of its own set of Able, Gifted and Talented students.
- The Able, Gifted and Talented Co-ordinator will maintain an overall register of all identified Able, Gifted and Talented students.
- The register will be updated regularly.

- **The top 10% of year 7 students are identified (in first term) using a variety of measures and information. On-going monitoring will take place and intervention will be taken if necessary.**
- The Able, Gifted and Talented Co-ordinator, Heads of Department and Heads of Houses will offer appropriate pastoral guidance for Able, Gifted and Talented students.
- Parental nominations of students who are gifted and talented will be assessed by the school to verify the basis of the nomination.
- Use of information from external agencies, such as sports clubs and drama groups will be considered.
- Heads of Faculty and Heads of Department will ensure an appropriate challenging curriculum with teaching strategies, which will encourage and allow achievement of a student's maximum potential. They will identify relevant resources within the school's control including those in the wider community for the extension and enrichment of students' experience.
- The Able, Gifted and Talented Co-ordinator will work with The Assistant Head responsible for Staff Development to provide professional development opportunities for staff in developing the range of teaching and learning strategies for able students.

Practice

At The Whitby High School all departments have high expectations of all their students, including the most able and provide them with appropriate work and opportunities for development. Differentiation is planned through learning design and individual lesson planning.

We use a range of teaching and organisational strategies to provide the best learning opportunities for all our students. Our strategies include:

- Developing an effective learning environment.
- Teaching at a faster pace / greater depth / wider breadth.
- Employing a range of questioning techniques including teacher/ student questioning to ensure challenge.
- Developing thinking skills
- Differentiated homework.
- Individual target setting.
- Encouraging individual reflection and setting of own targets
- Mentors/other adults/older students.
- Enrichment and extra-curricular activities.
- Provision of master classes.
- Curriculum planning.
- Curriculum flexibility at KS3/4.
- Organisational strategies, such as fast-tracking, student grouping, streaming, setting or withdrawal.
- Collaboration with outside agencies, such as universities and primary schools.
- Link to a specific member of Staff/ Learning Mentor.
- 'Challenge corner'/extension tasks in each classroom/department

Responsibilities

Each department has an identified member of staff responsible for Able, Gifted or Talented students (as appropriate), in addition to a departmental policy. All departmental policies should contribute to a consistent approach to gifted and talented provision across the school.

The progress of identified, able students will be monitored by The Able, Gifted and Talented Co-ordinator and Heads of Department. There will be appropriate intervention for students at risk of underachievement and celebration of exceptional performance.

The Able, Gifted and Talented Co-ordinator will be responsible for overseeing department and external activities related to the Able, Gifted and Talented cohort.

