

ABLE/GIFTED AND TALENTED POLICY

Any intelligent fool can make things bigger, more complex, and more violent. It takes a touch of genius – and a lot of courage – to move in the opposite direction.

Imagination is more important than knowledge.

Anyone who has never made a mistake has never tried anything new.

(Albert Einstein)

1. Introduction

Trinity Catholic High School firmly holds that it is the entitlement of every child to experience excellence in teaching and this underlines our responsibility to develop the potential of every student.

We recognise that all students are individuals with their own gifts and talents, strengths and weaknesses and unique learning needs. This range includes those having significantly higher levels of ability than most students of the same age, in one or more curriculum areas.

We believe that each student has the right to be included in a broad, balanced and relevant curriculum; and that every student is entitled to have the access to a curriculum which meets their appropriate needs, which challenges, motivates, extends their knowledge, skills and understanding as well as their potential for independent learning.

Trinity Catholic High school endorses the NACE (National Association for Able Children in Education) mission statement – “...*provide for pupils with high abilities whilst enabling all pupils to flourish.*”

All students have the right to access education that enables them to flourish and achieve their full potential. This is the case for Able/Gifted and Talented students. It is myth that they can ‘get there by themselves’; they need to be given the opportunities to flourish and achieve their full potential.

Able/Gifted and Talented students are not more important than others, but they are equally important.

This policy aims to ensure that the needs of the Able/Gifted and Talented are met.

2. Statutory National Curriculum Inclusion Statement

‘Schools have a responsibility to provide a broad and balanced curriculum for all pupils. This statutory inclusion statement sets out three principles for developing an inclusive curriculum which provides all students with relevant and challenging learning.’

Schools must:

- set suitable learning challenges;
- respond to students’ diverse learning needs, and

overcome potential barriers to learning and assessment for individuals and groups of students.

‘Teachers should aim to give every student the opportunity to experience success in learning and to achieve as high a standard as possible. The National Curriculum programmes of study set out what most students should be taught at each key stage – but teachers should teach the knowledge, skills and understanding in ways that suit their students’ abilities. **This may mean choosing knowledge, skills and understanding from earlier or later key stages so that individual students can make progress and show what they can achieve.**’

‘For students whose attainments significantly exceed the expected level of attainment within one or more subjects during a particular key stage, teachers will need to plan suitably challenging work. As well as drawing on work from later key stages or higher levels of study, teachers may plan further differentiation by extending the breadth and depth of study within individual subjects or by planning work which draws on the content of different subjects.’

3. Aims

- To have high expectations for all students and to maintain a culture which raises the aspirations of all students so that they feel encouraged to work hard and be successful.
- Provide all students with a wide range of learning experiences and opportunities, to help them fulfil their full potential and secure the highest possible outcome academically, and in their personal development.
- To create access to a suitably differentiated and challenging curriculum, so to provide our most Able/Gifted and Talented students with the opportunities to work at a higher cognitive level and explore abstract concepts, so all students have an education matched to their individual learning needs.
- To encourage student reflection, self-assessment and self-evaluation.
- Promote independence for students to develop their own broad range of learning styles such as: linguistic; kinaesthetic; spatial; mathematical; interpersonal; intrapersonal.
- Provide a range of enrichment activities alongside their peers, that broaden learning experiences and thus develop knowledge and understanding of the wider world and encourages aspiration.
- Identify, stimulate and motivate Able/Gifted and Talented students, supporting those who are underachieving.
- Support students in their personal development, to encourage them to become positive and effective members of society, in both leadership and team roles.
- Ensure all Able/Gifted and Talented students are identified and that teachers are made aware of them.
- Ensure all teaching staff monitor the progress of Able/Gifted and Talented students individually, as a group and as part of the wider classroom teaching within their area.

- Maintain a central register of Able/Gifted and Talented students to enable progress to be appropriately targeted and monitored.
- Raise awareness among staff of the needs of Able/Gifted and Talented students and to support staff in providing for their needs.
- Monitor the progress of identified Able/Gifted and Talented students as they move through the Key Stages and intervene where necessary.

4. Definition

At Trinity Catholic High School, students can be nominated as Gifted and Talented in all subjects, and will appear on departmental registers, which are to be made available in September to the Able/Gifted and Talented coordinators and the relevant deputy.

Within Trinity the identified able students account for approximately 40% of the school population Gifted and/or Talented students account for roughly 5%-10% of each subjects cohort.

At Trinity Catholic High School, we use the following definitions

- (i) The **Able** are those which achieved high attainment at KS2 in Maths and English (average of level 5 or above in both);
- (ii) The **Gifted** are those with high ability in a particular subject.
- (iii) The **Talented** are those with high ability in: sport; music; visual arts and/or performing;
- (iv) The **Gifted and Talented** would meet definitions (ii) and (iii) above.

However students may also have abilities, such as advanced social skills and leadership qualities that fall outside the above definition. These are also be recognised.

5. Identification

Identification has been called 'an imprecise science'; hence at Trinity we believe in a 'best fit' approach that draws on a range of qualitative and quantitative data.

- The most effective form of identification is classroom provision that offers opportunities for all forms of ability to be demonstrated.

The following methods of identification are used

- teacher assessment of children's work;
- observations of how students learn;
- teacher nomination;
- students showing high level potential in relation to their peers, and able underachievers are included;
- checklists (general or subject specific);
- testing: achievement, potential curriculum ability and/or creativity testing;

- previous year teachers' reports/assessments;
- discussion with children;
- nomination from outside agencies i.e. sports clubs.

The process of identification will uncover students with potential as well as those already performing at a high level. The best practice in identification involves a continual review rather than a one-off process.

Once identified a G&T student should be named on a register to support provision. This should not be seen as a list but as a tool for inclusion. At Trinity Catholic High School we ensure that:

- Approximately 5-10% of each year group in each subject are identified.
- Talented students are included and given equal recognition with gifted students;
- The departmental registers are a 'live' tool and the identification process is ongoing students may be moved on and off the register according to need at any point.
- A review of the register takes place annually in the Autumn term.
- The register reflects the whole school population in terms of gender, ethnicity, looked-after status, and socio-economic background.
- Information is gathered on Able/Gifted and Talented students as they transfer to Trinity Catholic High School from year 6, and students who performed exceptionally well at GCSE and enter at year 12.

6. Roles and Responsibilities

The provision for Able/Gifted and Talented students is the responsibility of all teaching and support staff.

A senior leader has oversight of the Most Able/G&T; and school Able/G&T coordinators have been appointed who are supported by other staff with specific responsibilities for Able/G&T provision. The teaching and learning team also has a remit in terms of improving provision for G&T.

Roles and Responsibilities

Senior Management

- Ensure pedagogy across the school allows all students to achieve to the best of their ability.
- Rigorously monitor and evaluate achievement across the school, by subject, groups of students and by individual student.
- To evaluate the effectiveness of provision in supporting the needs, interests and aspirations of G&T students.
- To annually review the effectiveness of this policy in ensuring high standards are maintained.
- To ensure that staff training needs are met.
- To support the Able/G&T coordinators in maintaining the highest expectations within this area and the effective implementation of this policy.

Able/Gifted and Talented Coordinators.

- Act as advocates for the needs of the Able/Gifted and Talented.
- To maintain an up to date Able/Gifted and Talented Register.
- Work alongside subject teachers to successfully identify students within specific subject areas.

- To keep up to date with current developments in teaching and learning strategies and ensure there is widespread awareness of relevant current thinking on able/gifted and talented provision.
- Develop strategies for improvement of Able/G&T provision working with teaching staff in consultation with the Head Teacher and SMT.
- Promote the needs of the Able/Gifted and Talented.
- Monitor Able/Gifted and Talented students and ensure effective and consistent tracking across the school, with HODs and pastoral leaders, and invoking any intervention where necessary.
- To work with Heads of Department in disseminating up to date developments in teaching and learning and promote good practice.
- Work with HODs to ensure that teaching across the curriculum meets the needs of the Able/Gifted and Talented and best practice is shared across the school.
- Work with pastoral leaders, HOD's and the T&L team to raise aspirations of students and ensure that Able/Gifted and Talented students have suitable opportunities to visit universities such as 'Oxbridge' and 'The Russell Group'.
- Communicate with parents, staff and governors on the provision being made for Able/Gifted and Talented students.
- Communicate with Able/Gifted and Talented students through regular meetings and student voice facilities such as questionnaires.
- To report on the effectiveness of the Able/G&T provision to the School Governing Body.
- Maintain and develop the school's Able/Gifted and Talented policy.
- To ensure that the uptake of additional opportunities is not hindered if students come from socially disadvantaged backgrounds, and that consideration is made for financial circumstances and support offered where appropriate.
- Provide support for G&T and high performing students at KS4 who have aspirations of applying to Oxbridge and other top UK universities, through the '**Ad Astra**' programme. This programme aims to support academic and wider personal achievement nurturing skills and attributes sought by prestigious universities. Support arranged for these students should include:
 - Master classes; trips to Higher Education Institutions; speakers from Oxbridge University; public speaking, divergent and critical thinking support, independent learning; workshops led by past students. There is also a weekly flourishing online debating community where students discuss a wide range of topics to develop and improve wider knowledge and critical thinking skills. The coordinator is responsible for introducing each discussion, and monitoring responses.
 - Monitor 'Ad Astra' students and ensure effective and consistent tracking across the school in partnership with HODs, subject teachers and pastoral leaders.
- To run the '**Horizons**' programme that offers stretch and challenge to KS3 students – this is a KS3 version of the Ad Astra programme. The aim is to aid students in linking learning to the real world, to promote analytical, critical and divergent thinking, and to support students to make informed choices for GCSE options.
 - It should be ensured that there are a range of trips and extracurricular activities, so that the aims of the programme are met.

- Monitor 'Horizons' students and ensure effective and consistent tracking across the school in partnership with HODs, subject teachers and pastoral leaders.

Heads of Department

- Ensure that this policy is implemented in the practice of the department and by all teaching staff in the subject.
- Ensure there is an up to date departmental Gifted and Talented register.
- To provide access to a suitably differentiated and challenging curriculum within the subject, including work at a higher cognitive level and to provide personalised learning opportunities. Schemes of work are to be differentiated and include opportunities for enrichment and extension.
- To monitor and evaluate the effectiveness of departmental provision in meeting the needs and aspirations of Able/G&T students.
- Support and work with the Able/Gifted and Talented coordinators, by sharing good practice and considering how ideas/approaches used in other areas could be developed.
- To monitor and track the progress of Able/Gifted and Talented students within the department and ensure appropriate intervention where underachievement is identified.
- To support the professional development of staff as regards able/gifted and talented provision.
- Share with subject teachers an understanding of what exceptional ability looks like and use this to assist on the identification of students who are Gifted and Talented in the subject.
- To develop ways to stretch and broaden the learning experiences of Able/Gifted and Talented students within the subject area, within lessons and through extracurricular opportunities. This should include 'Take it Further' folders on the departmental VLE.
- Advertise and provide opportunities for Able/Gifted and Talented outside the curriculum and in the wider community.
- To ensure that the uptake of additional opportunities is not hindered if students come from socially disadvantaged backgrounds, and that consideration is made for financial circumstances and support offered where appropriate.
- Ensure effective classroom provision for Able/G&T students, as outlined in section 7.

Pastoral Leaders

- Identify students with marked leadership or social skills.
- Working with tutors to help monitor the progress of Able/Gifted and Talented students.
- Provide students with opportunities for leadership and responsibility.
- Encourage Able/Gifted and Talented students to identify and explore opportunities in the wider community.
- Celebrate student achievement.

Subject Teachers

Subject teachers are at the core of the provision for Able/Gifted and Talented students. As such provision should be rooted in high quality teaching and learning which inspires and engages students to develop their full potential. Provision should build on good practice and not just provide something different.

In light of the above comment, subject teachers must ensure that they adhere to all parts of this policy, to ensure that the Able/Gifted and Talented student has access to provision that will develop their full potential, and to assist both HOD's and the Able/G&T coordinators to identify and monitor progress of G&T students.

They will also:

- Know which students in their classes are on the Able/Gifted and Talented register and why- planners to be used to highlight these students (as per whole school policy).
- 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.
- Ensure effective classroom provision for G&T students, as outlined in section 7.

The Student

Children and young people should be involved in articulating what helps them to be effective learners. They should be given opportunities to:

- contribute to the identification process through self-nomination
- develop the language to discuss the process and progress of their learning
- self and peer assess
- raise their awareness of their own preferred learning styles
- provide feedback on the quality of the learning process
- participate in setting targets for learning including how they will evaluate the outcomes.

7. Effective Provision in Classroom Teaching and Learning

At Trinity Catholic High School, we believe teaching strategies which facilitate the Most Able/G&T development will support all students, and are considered part of an outstanding lesson.

Each department and each member of staff is responsible for identifying or being aware of the Able/Gifted and Talented students in their subject area, and therefore developing varied learning opportunities and challenges on a day-to-day basis for such students. Students should be inspired, encouraged and challenged to question, speculate and hypothesise. The challenge for teachers is to make every lesson motivating and engaging, and ensure that every student is stretched.

To provide appropriately for our Able/Gifted and Talented students, our teachers will provide a curriculum that includes:

- High expectations, encouraging students to aim high now, and in their future.
- Differentiation with planned extension opportunities or open ended tasks embedded in the schemes of work and homework challenges.
- Tasks designed to take into account levels of existing knowledge, skills and understanding.
- Subject specific reading lists in order to stretch and challenge.
- Student directed projects.
- Problem-solving opportunities that encourage risk-taking, experimenting, speculating and hypothesis.

- Use of flexible questioning/teaching techniques that take account of varied learning styles.
- Use of high order thinking skills such as analysis, synthesis and evaluation.
- Promotion of independent thinking and problem solving.
- The nurturing of learning resilience and resourcefulness.
- Breadth – placing learning in a wider context.
- Depth – delving deeper into a topic to increase specific knowledge and understanding.
- Pace – speed in covering a broad and rich curriculum, but also allowing time for reflection.
- Reflection by students on progress against targets.
- Emphasis on skills which cross subject disciplines.
- Able/G&T students researching, leading and teaching others, so to shape their own learning.
- Self-assessment – choice of personalised learning routes.
- Able/G&T students working together as a group.
- Students devising questions instead of the teacher.
- Explicit teaching of study and research skills.
- Providing examples of top quality work as a model for achievement.
- Use of appropriately aimed support, resources and materials.
- Access to higher level assessment papers where appropriate.
- ‘Take it Further’ resources on departmental VLE.
- Mastery learning.

AfL is particularly relevant for Able/G&T students as it encourages independence, self-management and self-reflection.

AfL strategies that departments are expected to use which are particularly relevant to G&T students:

- Challenging learning objectives that ensure that they will make progress.
- Specific feedback on what they have done well.
- Advice on how to improve, even when the work is of an excellent standard.
- Identification of their own success criteria.
- Explaining to others what they are trying to achieve.
- Explicit teaching of peer and self-assessment skills.
- Opportunities to participate in peer and self-assessment activities.

Classroom provision is paramount in meeting the needs of Able/Gifted and Talented and is core to their development. All departmental schemes of work and policies must provide provision for Able/Gifted and Talented students.

8. Curriculum Provision

Curriculum choice is **diverse** and increasingly **personalised** to **meet the needs, interests and aspirations** of all students. The curriculum provides a **wide range of opportunities** for students to develop **skills, expertise and learn in different ways**.

Flexibility and choice are important in creating personalised learning pathways for Able/G&T students. G&T students should be supported in making appropriate choices throughout their education, so that they do not limit their options.

The curriculum offers a varied programme of enrichment activities as part of provision for Able/G&T students. Such provision serves to build a broad and deep curriculum

complementing classroom provision. As far as possible these activities are integrated within the mainstream curriculum to ensure a long-term impact on classroom experiences and enable the development and consolidation of learnt skills. Departments have developed and will continue to develop a wide range of resources, recommended reading lists and places to visit, these have been placed on the VLE to support learning beyond the classroom.

Enrichment provision includes:

- Access to a range of other accredited qualifications including: Cambridge Latin, EDT Headstart, DOE, Music examinations, FCSE, BELA.
- Master classes;
- Horizons / Ad Astra programmes;
- Competitions;
- Museum visits;
- School orchestras, Rock and Pop concert, bands and specialist instrumental teaching;
- Theatre and other 'arts' productions;
- Field trips and a wide range of other school trips;
- Visiting experts;
- Visits to universities;
- Sports clubs and representative teams;
- Additional language classes;
- Groups such as Tauists and Youfra;
- Participation in the UK Maths Challenge;
- Biology, Chemistry and Physics Olympiads;
- Participation in STEM;
- Debating and public speaking opportunities;
- Summer camp for G&T students in year 5.

Links with the Oxbridge and the Russell Group universities, are continually developed through the 'Horizons', 'Ad Astra' and Luminaries programmes which allow students to gain valuable insight into university life and promote high aspirations.

9. Monitoring and Evaluation

Monitoring and evaluation of Able/G&T provision is informed by a range of quantitative and qualitative measures including regular, detailed analysis of student progress and attainment; lesson observations; work scrutiny; G&T student questionnaires, student learning conversations, student evaluations of G&T provision; audits of curriculum provision.

In liaison with the Able/G&T coordinators and the Curriculum Deputy, HODs are responsible for the development, monitoring and evaluation of G&T provision in their subjects.