

Cognita Schools Ltd

Able, Gifted and Talented Policy

Meoncross School

including EYFS



September 2016

SCHOOL AIMS

- Academic Excellence
- Achievement in a wide range of activities
- Care and respect for the individual within a safe environment
- Creating opportunities for challenge and leadership
- Good discipline and a sense of order
- Service to others – in school and in the community

Policy for Able, Gifted and Talented

AIMS AND VALUES

MEONCROSS IS COMMITTED TO.....

- Academic excellence
- Achievement in a wide range of activities
- Care and respect for the individual
- Creating opportunities for challenge and leadership
- Good discipline and a sense of order
- Service to others – in school and in the community

A Meoncross child, under our central tenet of **Striving for excellence**, should be;

- Responsible and considerate
- Outward looking and globally aware
- Confident and well informed
- Resilient
- Reflective
- Willing to challenge themselves and others
- Questioning and enquiring

INTRODUCTION

This document is a statement of aims, principles and strategies for the identification and management of Able, Gifted and Talented pupils at Meoncross School. It is intended to provide a consistent framework to ensure that all children have their needs met, allowing them to work towards their full potential. It is intended to support our aims of high expectations of achievement for all students and greater enterprise, self-reliance and independence. It should be read in conjunction with the school's policies for teaching and learning as together these form a statement of the principles under-pinning all the work of the school.

At Meoncross we aim to help all our pupils to develop their skills and abilities, intellectually, emotionally and socially, as well as provide teaching which makes learning both challenging and engaging, thus enabling all pupils to reach their potential. In short, we aim to develop a culture which celebrates the "delightful difference" of all children.

PRINCIPLES

We are committed to providing equal access for all children to the broad and balanced curriculum to which they are entitled. We welcome children who are gifted and talented in a particular area. We recognize that we must consider the individual needs of all children when

planning our curriculum and we aim to provide a curriculum which is accessible to the individual needs of our children. This document includes all Key Stages in the school.

To achieve this commitment:

1. We aim to employ best practice when devising support and challenge for A, G and T pupils.
2. We recommend a continuum of A, G and T pupils. Our aim is to raise the expectations and achievements of all children.
3. Early intervention. We recognise the importance of early identification and assessment of children who are Able, Gifted or Talented. We aim to address any needs of this kind as soon as possible, so the learning experiences are appropriate to children's needs. We seek to develop practices and procedures that are designed to ensure that all children's needs are identified and assessed, with the curriculum and extra curricular opportunities planned to meet their needs, in order to offer a meaningful learning experience that enriches and stretches Able, Gifted and Talented pupils.
4. We recognise that the responsibility for A, G and T provision is a whole-school issue and lies collectively with all staff, supported by the A, G & T Coordinator and the Senior Leadership Team. We aim to equip all staff to meet a wide range of able or very able children's needs effectively. All lesson planning is required to provide differentiated activities to meet these needs.
5. All children have a right to a broad, balanced and relevant curriculum. We believe that A, G & T provision should be addressed by using a variety of groupings, settings and differentiation strategies to ensure full curricular access for all children. We have also adopted an annual "Curriculum Collapse" initiative that aims to address whole school collaborative interaction.
6. We recognise that parents and carers have a vital role to play in supporting their children's education. We aim to work in close partnership with parents and carers, valuing their opinions and contributions, and to support them in their child's learning and development. We inform them about A, G & T provision for their children, and take their views into account in respect of their children's needs.

OBJECTIVES

The objectives of our Able, Gifted and Talented provision at Meoncross School are:

- Ensure that the needs of every able, gifted and talented child are met.
- Enable able, gifted and talented pupils to develop to their full potential.
- Offer Able, Gifted and Talented pupils opportunities to generate and extend their own learning
- Ensure that we challenge and extend all pupils through the work that we set them.
- Encourage all pupils to think and work independently.

DEFINITIONS

There are many definitions of “gifted” and “talented”.

- “Gifted” learners are those who have abilities in one or more subjects in the statutory curriculum other than art and design, music and PE. Generally these pupils will constitute the top 5-10% of pupils per school as measured by actual or potential achievement in the main curriculum areas.
- “Talented” learners are those who have abilities in art and design, music, PE or performing arts, such as dance or drama. Generally these pupils will constitute the top 5-10% of pupils per school as measured by actual or potential achievement in the subjects of Art, Music, Performing Arts and PE.
- “Able” pupils are those who generally fall within the top 20% of pupils per school as measured by actual or potential achievement in the main curriculum areas.

The term “Able, Gifted and Talented” is not to be understood as referring only to the most highly achieving pupils in the school population and within Meoncross, we recognize that Able, Gifted and Talented pupils can be either non specifically gifted and talented across a wide range of subjects or gifted and talented in one or two highly specific areas. We also recognize that those pupils who are A, G and T do not always show their full ability. Such pupils are A, G and T, even though their abilities may be hidden or remain as potential.

IDENTIFICATION

Able, Gifted and Talented pupils are identified by making judgements based on an analysis of various sources of quantitative and qualitative information, including:

- Test scores (End of key stage level; MiDYS / YELLIS scores – pupils with a MiDYS or YELLIS score of 126 or above will automatically go onto the A, G and T register)
- Baseline assessment when they join Meoncross School (irrespective of where they enter)
- Completion and result of scholarship papers
- Teacher nomination (based on classroom observation, discussions with pupils, work scrutiny, performance in class, attitude, interests)
- Each subject has an A, G and T subject-specific list of criteria which can be used to help the identification process.

This information is collated by the A, G and T Coordinator and is made available to all staff. A, G and T pupils will be identified and placed on the register and pupils and parents will be informed, via Academic Mentors or subject teachers. This will enable meaningful discussion of potential and performance at parents’ meetings and in progress reports. The A, G and T register is reviewed and updated at least once per term.

PROVISION

Important strategies include:

- The development of independent learning by allowing pupils to organise and develop their own work, to carry out tasks unaided, evaluated and reflect on their work and their performance, to be intellectually curious and to become self-critical. To this end, the school aims to share best practice across the school and encourage, whenever and wherever possible, the use of higher order thinking skills such as those mentioned in Bloom's taxonomy.
- The coherent management of pupil groupings (whether in mixed ability groups, or ability sets) and recognition that whilst there may be a higher concentration of A , G and T pupils in some groups, there will be pupils who have ability, gifts and talents in all groups.
- The provision of opportunities for A, G and T pupils to work with other pupils both horizontally and vertically across the school. This may mean that it is appropriate for pupils to be accelerated occasionally, or it may benefit some to be placed in the role of "Mantle of the Expert" for lesser ability pupils.
- In subjects specific activities must be provided regularly to challenge and support the A,G and T pupils, such as delivering topics not bound within the curriculum (eg applying critical views within Literature) or extending topics, (such as within MFL). These activities must be designed with genuine extension, stretch and challenge in mind and must not simply be "more of the same".
- Extra curricular and whole school activities are offered on a regular basis, and although these benefit all pupils, they are particularly apt for ensuring that pupils who have potential in these areas are given opportunities to practise and develop their skills:
 - Enrichment days such as Able Linguist days and Year 5 Evacuee Day, Maths Challenges, Science Live, poetry competitions
 - Residential experiences, such as Rome Trip or Little Canada (year 6)
 - School Clubs (Creative Writing, Compendium Editorial Team, Chess Club, Duke of Edinburgh Award, Jazz Band, Street-dance etc)
 - Musical, sporting and drama activities
 - Areas for additional responsibility (school welcome committee or tour guide, Library Committee, Chicken Committee, School Council).
 - Whole School Curriculum Collapse days (Olympics, The Tudors, Clay Day etc).

SCHOLARSHIP PROGRAMME

Meoncross Scholars should naturally take a lead, act as ambassadors for their subjects and always strive for excellence. We expect them to play a full part in the gifted and talented programme at Meoncross, to take up challenges presented to them and to support others in their goals.

A selection of scholarships is offered at Meoncross with the aim of attracting high quality entrants. Awards are generally made at two points of entry into the Senior School, at year 7 and year 8 entry, but exceptions can be made by sitting an Academic scholarship paper before entry into year 10, if an opportunity for scholarship or exhibition was not able to be made at year 7 or 10 entry. (If a pupil entered mid-way through a year, for example)

- Awards are made for general academic ability are based on the outcome of the entrance assessment papers and cannot be applied for. Pupils will be recommended to take a scholarship paper on the basis of performance in the entrance examinations.
- Awards for merit and proficiency in extra-curricular areas (PE, Drama, Music and Performing Arts) are made to candidates who show the most potential and give the best performance in their field on the Scholarship day.
- It is possible to apply for more than one award.

CO-ORDINATION AND MONITORING

The Able, Gifted and Talented co-ordinator has overall responsibility for:

- Ensuring that the policy is implemented across the whole school.
- Co-ordinating the monitoring of progress of the initiative within the school and evaluating areas for improvement, through the updating of the A, G and T Audit
- Co-ordinating the monitoring of pupil progress
- Ensuring that the professional development programme (in conjunction with Deputy Head, Academic) includes relevant aspects of A, G and T provision.
- Reviewing the policy annually, in conjunction with Deputy Head, Academic.
- Co-ordinating the annual Curriculum Collapse Day