

TARLETON ACADEMY

Able, Gifted and Talented Policy

This policy is an integral part of the school's broader development of maximum inclusion of educational opportunity for all students and states our commitment to providing an environment in which all students are enabled to realise their potential.

Aims

This policy is intended to support the following aims:

- The raising of aspirations of all students
- Develop individual aptitude and skills
- Greater enterprise, self-reliance and independence for all students

In order to achieve these aims, we will ensure that all students have opportunities to develop specific skills or talents.

Definitions

There are many definitions of 'gifted and talented'. The DfES National Strategies Handbook for Gifted and Talented Education (2007) suggests:

- "Gifted" describes students who have the ability to excel academically in one or more subjects such as English, Drama and Technology
- "Talented" describes students who have the ability to excel in practical skills such as sport, leadership, and artistic performance. These students may well follow a vocational training pathway to accreditation and employment.

The term 'gifted and talented' is not to be understood as referring to the most able students in the national population. The term should be seen as relative and refers to the top 5% to 10% of any school, regardless of the ability profile at the school.

Within Tarleton Academy, we recognise that able, gifted and talented students can be:

- good all rounders
- high achievers in one or more areas

Identification

Able, Gifted and Talented (A,G&T) students are a diverse group and their range of attainment will be varied. Some characteristics may be

- Achieve or show potential in a wide range of context
- Think quickly and accurately

- Work flexibly, processing unfamiliar information and applying knowledge, experience and insight to unfamiliar situations
- Communicate their thoughts and ideas well
- Demonstrate particular physical dexterity or skill
- Demonstrate the ability to extend a task
- Be particularly creative
- Ask challenging or searching questions
- Generate creative working solutions

Able, gifted and talented students are identified by making a judgement based on an analysis of various sources of information including:

- test scores (end of key stage scores, NFER CAT scores, other standardised test scores)
- teacher nomination based on classroom observation, discussion with students, work scrutiny
- peer or self-nomination
- parental nomination
- cross phase nomination (recognition from the primary sector)
- internal and external examination results

This information will be collated by the Director for Learning Support for Able, Gifted and Talented and the assessment co-ordinator and will be made available to all staff through CMIS. The Gifted and Talented register will be reviewed and updated regularly, and at least annually.

Provision

It is important that an effective learning environment is created so that AG&T students' needs are met. This involves the use of differentiated tasks as well as the opportunity for students to use higher order thinking skills.

Tarleton Academy will use the following strategies to achieve the aims of its policy for AG&T students.

- Grouping according to ability in subjects and years where this is appropriate and feasible
- Participation in the mentoring programme
- Enrichment / extension activities across the curriculum
- Planned activities during lessons to meet individual needs
- Schemes of work in all subject areas which address the needs of individual students
- The provision of range of resources to accommodate the needs of able students.
- Extra curricular activities offering opportunities to extend enrichment beyond the classroom
- Through CMIS, the use of a credit based rewards system that recognises and values individual achievement

- Links with local schools and colleges to utilise collaborative approaches through inter-school projects

Organisational and in-class approaches

Strategies should include

- the recognition that whilst there may be higher concentrations in some groups, many groups will have students who are able, gifted and talented.
- the provision of opportunities for more able, gifted and talented students to work with students of similar ability. This may include students working across age groups.
- the provision of enrichment and extension activities and tasks.
- differentiation within subject areas
- the development of independent learning to allow students to organise their own work, to carry out tasks unaided, self assess and evaluate their own work with an aim to becoming self-critical.

Out of class activities

The following activities are offered and, although of benefit to all students, they are particularly apt for ensuring that those students who have potential in specific areas are given the opportunities to extend their skills.

- Enrichment days (Day 20s)
- Residential Experiences
- School Clubs
- Musical, sporting and Drama activities

Organisational Issues

The Headteacher and other members of SLT will consult with the Director for Learning Support for AG&T to ensure that the School Improvement Plan incorporates provision for able students

The Director for Learning Support for AG&T will liaise with Heads of Departments (HODS) so that appropriate strategies can be drawn up within each curriculum area.

The HoD's will liaise with their staff so that further identification using subject specific criteria can be applied.

Resource implications

Each department should ensure, through their Departmental Development Plan, that adequate resources are available so that able students within their subject areas can access enrichment and extension activities.

Co-ordination and Monitoring

The Director for Learning Support for Able, Gifted & Talented has overall responsibility for

- Ensuring that the policy is implemented
- Co-ordinating the monitoring progress
- Ensuring that CDP programmes include relevant aspects of Able, Gifted and Talented provision.

This policy will be reviewed on an annual basis and revised accordingly.

Adopted by the Governing Body

Dated: 30th March 2010