

# St Benedict's Catholic College



## Able, gifted and talented policy

	<b>Date</b>
<b>Date reviewed</b>	November 2019
<b>Approved by governors</b>	December 2019
<b>Date of next review</b>	November 2022



## 1. Aims

All children have a right to a challenging and appropriate education. If students have ability or abilities beyond the large majority of their peer group, they must be provided with a curriculum that goes beyond the standard curriculum to stretch them and challenge them to fulfil their potential.

- 1.1. Our objective is that all 'very able' students within St Benedict's Catholic College will:
- be identified
  - have their potential realised through work and experiences that are matched to their needs
  - have opportunities to develop their skills and talents both inside and outside the classroom
  - have their emotional/ social needs considered alongside their intellectual needs
  - have their progress monitored at regular intervals
  - be supported by the able, gifted and talented co-ordinator and the raising standards leaders (RSL) as well as subject teachers/heads of faculty if they feel "unchallenged" or are not making progress in line with their ability
  - have their parents/carers involved in the educational process (as appropriate)

- 1.2 This policy is directed at the broad group of '**more able**' students whose academic ability 'places them significantly above average for their year group'. (DfE)

As described by DfE 'more able' students comprise approximately 10-15% of the cohort.

DfE and Ofsted define '**gifted**' students as '*...individuals, with their own unique strengths and weaknesses. A student may be very able in some areas, but may appear on the Special Educational Needs (SEN) register in recognition of behavioural, social, physical/sensory or specific learning difficulties.*'

'**Talented**' students are defined as those with practical abilities 'significantly above average' in art, music, dance or sport.

The very notion of the term 'gifted and talented' can be controversial. We have agreed to use the term 'more able'. It is a catch-all descriptor, which refers to students who achieve, or have the ability to achieve, significantly above average in one or more subject areas or areas outside the main curriculum.

- 1.3 The College acknowledges that exceptional ability may be subject specific or more general or in a particular skill area. Areas of ability can be usefully grouped as follows:
- linguistic – reading, writing, speaking, listening, factual recall;
  - mathematical – number manipulation, logical and sequential processes;
  - naturalist – hierarchical ordering, awareness of natural world;
  - visual and spatial – observation, artistic representation;
  - musical – musical appreciation, singing, instrumental;
  - physical – fine & gross motor skills, sports, creativity;
  - social – relationships, leadership;
  - personal – self-awareness, emotional intelligence

- 1.4 We also recognise that those students who are gifted and talented do not always show their ability. Students may be gifted and talented even though their abilities may be hidden or remain as potential and we will ensure that our wider curriculum provides opportunities for all students to showcase and develop their gifts and talents.



**1.5 Identification**

Given that there is no perfect single instrument to identify more able, gifted and talented students, they will be identified by making a judgement based on an analysis of various sources of information including:

- KS2 SAT scores / MIDYS scores and FFT data
- teacher/tutor/RSL recommendation (based on classroom observation, discussions with students etc.)
- primary school recommendation

This information will be collated by the academic data co-ordinator and the able, gifted and talented co-ordinator and will be made available to all staff.

The able, gifted and talented register will be regularly reviewed and updated while the progress of 'more able' students in each year group will be reviewed every half-term as part of our LABS meetings.

**2. Responsibilities**

**2.1** The able, gifted and talented co-ordinator will take responsibility for:

- leading the development, implementation, monitoring and evaluation of the college's policy for identifying its cohort of gifted and talented students and the teaching and learning programme for them
- implementing this policy and coordinating the process to identify gifted and talented students in all year groups, including review of student data and testing of students
- monitoring and promoting all enrichment opportunities both inside and outside of college
- liaising with heads of department and RSLs in order to monitor the progress made by able, gifted and talented students, including disadvantaged able students, and ensuring that colleagues are aware of their needs via our intervention mapping software, Edukey
- identifying and undertaking related staff development activity with support from other college staff, including Raising standards leaders and members of SLT
- acting as the 'champion' of able students by creating and sustaining positive attitudes towards them, establishing a shared understanding of their academic, social and emotional needs and ensuring that all able students receive the right blend of challenge and support
- establishing partnerships with G&T co-ordinators from other schools and outside organisations with the aim of achieving the following:
  - Making links to further academic study, e.g. visits to universities;
  - Inviting experts into college to run cross-curricular skills days
  - Enabling students to enter national competitions in various subject areas
- work closely with careers advisor to ensure students make the most of post-16 opportunities
- supporting transition arrangements with partner primary schools so that academically gifted students may build on the gains made at key stage 2
- managing effectively the delegated budget and ensuring resources are deployed to best advantage
- promoting the ethos of inclusion and challenge within the context of the college's vision and mission statements and in so doing reinforce the institutional culture of high expectations

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- 2.2 All staff will take responsibility for:
- recording those gifted and talented students they teach and considering their individual needs when planning lessons. Setting personalised targets for gifted and talented students that address specific areas of weakness
  - ensuring that enrichment/extension material is made available both in class and via Show My Homework

**3. Monitoring and evaluation**

- 3.1 The provision for the students and the outcomes achieved will be monitored by all teachers within their own subject responsibilities. Heads of department, raising standards leaders, the more able, gifted and talented co-ordinator, the SLT and the principal will monitor the progress of the identified 'more able' students using various strategies including data and mentoring students, meeting with staff and parents/carers.

Mrs Stewart-Thomas – More able, gifted and talented co-ordinator

November 2019