

# OUR LADY'S CATHOLIC COLLEGE

## Able, Gifted and Talented Policy

Revised Autumn 2010

Our Lady's Catholic College is committed to helping our children develop their personalities, skills and abilities intellectually and socially within the constraints of funding and resources available. We recognise that pupils who are identified as able, gifted or talented should be valued for these abilities and that they are given appropriate access to the curriculum that makes their learning enjoyable whilst challenging and motivating them to fulfil their potential.

For a student to reach their full educational achievement we aim to raise awareness of the educational and personal needs of able, gifted and talented pupils and support their pastoral development. We will consistently work to fulfil the learning potential of the able, gifted and talented by using a variety of methods of delivery as well as by providing enrichment, enhancement and extension opportunities alongside their peers.

### Definitions:

Able, Gifted and Talented learners are defined by those who have one or more abilities developed to a level (or with the potential to develop those abilities) significantly ahead of their year group.

**Able or Gifted** describes learners who have the ability to excel academically in one or more subjects.

**Talented** describes learners who have the ability to excel in practical skills such as Sport, Leadership, Artistic Performance, or in an applied skill such as IT.

Our policy starts from the expectation that there are able, gifted and talented learners in every year group in the school. The ability range is evenly distributed throughout the population of the school and therefore the schools able, gifted and talented register will be broadly representative of the whole school population.

### Identification Procedures

The process of identification should be ongoing and inclusive. No one method can be entirely accurate, so two main methods will be employed so that two cohorts of pupils will be identified.

The criteria for the **first cohort** will identify pupils, using data, who have the ability to achieve at the highest levels, although they may not necessarily be fulfilling their potential at the present time.

Objective data will be used:

- Cognitive Ability Tests – Above 125 in one battery and /or 120 in more than 2 batteries
- Key stage 2 levels - Level 6
- Key Stage 3 levels – Level 8
- UK Maths Challenge – Gold Award

The **second cohort** will be identified by teachers. They will judge which pupils are particularly able, gifted or talented in their subject area. They will be identified by nominations through internal and external assessment, observation and cross phrase liaison. This part of the register will be reviewed annually. Students may be added or removed.

A student will be removed:

- if talented, s/he no longer pursues the talent for which s/he is registered
- if identified previously as most able, s/he no longer shows evidence of attainment or potential in that subject area.

Both lists will be available for all teaching and support staff on the shared area.

#### Strategies for support:

The main method will be through school based provision, where the school provides challenge and enrichment through the curriculum to enable the abilities, gifts and talents of the pupils to emerge and develop. Enrichment, extension and enhancement activities will allow the most able pupils to interact with their peers whilst providing opportunities that can not normally be provided in a regular classroom.

#### Provision in the classroom:

- Creating an effective learning environment with the development of quality teaching for all including the most able by using ICT and other appropriate resources where necessary and by celebrating achievement
- The identification of the particular needs of able, gifted pupils in all our planning including policy documents, schemes of work, medium term plans, short term plans and plans for individual lessons.
- Flexibility of organisation which might include withdrawal or setting for a particular subject thereby providing opportunities for able, gifted and talented pupils to work with others of a similar ability.
- Confront and reduce peer pressure to underachieve through the school reward system.
- Appropriate learning with enrichment, extension and enjoyment being central to all activities.
- Teaching thinking and problem-solving, higher order skills, study skills, communication skills with differentiated teaching for a range of learning styles taking place
- Differentiation by task and outcome will be common in the classroom
- Informed target setting and monitoring of all pupils.

#### Provision out of the classroom

- Developing a wide range of curricular activities and clubs – a timetable for such is being created annually and will be shared with all pupils through the G and T notice board
- Enrichment activities
- Extension activities
- Learning beyond the classroom, within and beyond the school, in the community to provide joint activities such as summer schools
- Encouragement of pupils to join external organisations such as YG and T
- Involvement with external providers
- Involvement in the Aim Higher Programme (where appropriate)

- Encourage involvement in activities for G and T pupils through links with the University of Lancaster and University of Cumbria

## **Responsibilities**

### **1. Classroom Teacher**

- To identify able, gifted or talented pupils in groups
- To provide a differentiated curriculum
- To implement department and whole school policy

### **2. Head of Department**

- To prepare subject specific criteria used for identification
- To co-ordinate identification of pupils who meet criteria
- To provide schemes of work that contain extension and enrichment activities
- To maintain departmental register of able, gifted or talented pupils
- To monitor progress of identified pupils
- To monitor implementation of departmental strategy

### **3. Able, Gifted and Talented co-ordinator**

- Write school policy on Able, Gifted and Talented Pupils
- To monitor whole school implementation
- To regularly review policy
- To monitor register of identified pupils
- To monitor provision and evaluate progress of identified pupils
- To monitor enrichment and extension provision
- To provide advice and training for staff
- To liaise with designated Governor/Governors

## **Resources**

- A designated member of staff with responsibility for able, gifted or talented pupils
- Allocation of a Governor/Governors with responsibility for able, gifted and talented provision
- Dissemination of relevant information and guidance to staff
- Providing materials, resources, staff training and observation of good practice

## **Evaluation:**

**This policy and its impact will be reviewed yearly**

