

Psalm 6: Verses 5-6

Yes, my soul, find rest in God;
my hope comes from him
Truly he is my rock and my salvation;
he is my fortress, I will not be shaken.



Gifted and Talented Policy

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AP Teaching, Learning and Assessment
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Our Academy Vision is “Living Well Together with Dignity, Faith and Hope”. We aspire to take dignified decisions and afford dignity to all members of our community, regardless of background or circumstance. Our position as a Voluntary Aided Church Academy means that the Christian faith has a central role in all of our actions and decisions. We strive for excellence in all that we do, enabling our students to transform their lives and to hope for happy and successful futures.

At All Saints Academy, our vision is “Living Well Together with Dignity, Faith and Hope” and this translates into our everyday practice. The value of hope is particularly relevant when we consider the provision we provide for our gifted students. We must ensure that they are all encouraged to strive for academic excellence and have a sense of purpose in all that they do.

Purpose

- To raise achievement and aspiration among all students by challenging and supporting more able students to ensure they strive for excellence.
- To encourage and maintain a culture where students are recognised and high achievements are celebrated.
- To identify, and keep under review, a register of more able students.
- To provide a range of differentiated teaching and learning activities which aim to provide intellectual challenge, opportunities for creativity and develop physical and social skills.
- To develop and sustain a high achieving learning ethos throughout the academy which encourages a sense of purpose in all we do.

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Guidelines

IDENTIFICATION:

Following the DfE definition of more able, any student who achieves a level 5 or above in both mathematics and English at Key Stage 2 is considered “more able” at All Saints Academy. These students remain more able throughout their school career and will be reported on. This is relevant for Years 9-11 but not for Years 7 and 8. For all year groups we also use CATs data to identify G & T students.

Talented learners we define as students who show outstanding achievement or potential ability in a particular areas or areas.

A talented student will be identified at a subject leader’s discretion and using a combination of the following methods:

- Data
- Teacher identification
- Information from feeder schools

PROVISION:

The Curriculum

The academy will provide the more able students with their full entitlement to the National Curriculum and, additionally, provide access to curriculum enhancement in both National Curriculum areas and, where appropriate, outside e.g. drama and dance competitions, sports teams, university visits.

The school’s standard assessment and marking policy will be used. Subject teachers will be made aware of those students who are more able and should seek to monitor progress, over and above what they already do and to provide transformational education. Talented students should be challenged and stretched within the identified areas.

Staff must ensure that our students have access to varied opportunities both inside and outside the classroom. This might include:

- Being aware of the talented students in your subject
- Providing additional support and challenge through extension activities, in addition to enrichment opportunities both in the classroom and outside school
- Curriculum area contributions to extra/cross curricular more able and talented provision
- Opportunities to discuss and develop provision for more able and talented students in curriculum area meetings.

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MONITORING AND EVALUATION

The evaluation process is designed to assist the senior leadership team and teachers to plan for improvement and to target resources more effectively. It also should increase teacher understanding of what works and engender confidence in order to try new things.

Curriculum Areas self-evaluate and review their provision and exam results with particular reference to more able students.

More able and talented activities are integrated into performance management, target setting, assessment, planning and analysis. Curriculum Area's should put into place systems for identifying and addressing underachievement (This should be part of an effective whole school system rather than something separate for the more able and talented cohort).

PERSONAL / EMOTIONAL AND SOCIAL ISSUES

It is essential that the more able and talented programme embraces the support the pastoral system is able to offer. Teachers must be aware that the identification of a student as more able may lead to peer problems or self-esteem issues and therefore must be open to strategies to support students within the more able cohort.

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COORDINATOR of MORE ABLE, SLT LINE MANAGER & GOVERNOR

- To have a clear understanding of the aims of more able provision and take an active interest in the programme.
- To utilise knowledge of more able objectives and programme to contribute a more able perspective, where relevant, to governing body discussions.
- To develop a programme of extra-curricular activities and raise the profile of more able.
- To report back to SLT and Governors periodically about the development and implementation of the programme.
- To review national strategies and activities for more able and link with learning area's to ensure more able students are fully supported and challenged.
- To track opportunities for identified more able students, and ensure that there is an equality in the opportunities offered.