



THE ARNEWOOD SCHOOL
11 – 19 Academy

ARN/0008

ABLE, GIFTED AND TALENTED CHILD POLICY

POLICIES AND PROCEDURES PROFORMA

Subject and Version of Document:	Able Gifted and Talented Child Policy
Author:	GATCO
Persons/Committees etc consulted whilst document in draft:	Senior Leadership Team, Governing Body
Date agreed:	29 September 2020
Date of next review/update and by whom:	July 2024, GATCO
By whom agreed:	Governing Body
Copy obtainable from and/or distribution:	PA to Head Teacher
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Responsibility for dissemination to new staff:	Line Manager
Principal Target Audience:	All staff

Amendments Summary:

Amend. No.	Issued	Page	Subject
1	February 2012	1	Change of title to Able, Gifted and Talented Child Policy
2	February 2012	3	• 1.4 delete “and ensure” and replace with “with appropriate”. Also add ‘s’ to support and guide
3	February 2012	4	• 3.2 – bullet point 7 change ‘Emotionally’ to ‘Emotional’
4	December 2015	3	Item 2.1 bullet c – change year to year/s
5	November 2016	2	Mr J. Cole included as a joint author of the policy.
6	November 2016	4	Removal of reference to “deputy Gifted and Talented coordinator” from 4.2 iii)
7	November 2016	4	4.3 bullet 2. “staff teaching staff” changed to “teaching staff”.
8	July 2020		Policy reviewed

POLICY FOR ABLE, GIFTED AND TALENTED CHILDREN

1.0 Rationale

- 1.1 The Arnewood School provides an education for all students to develop their academic, personal and social skills and to achieve their potential.
- 1.2 Students with individual educational needs are identified and provided for. This includes the most able, gifted and talented students of the school community. Able students do not automatically look after themselves but need help and guidance to maximise their potential.
- 1.3 In the context of personalised learning, it is our aim to ensure provision that supports and guides our most able students to achieve highly and develop into happy, confident, responsible and independent citizens.

2.0 Identification

- 2.1 The Arnewood School will maintain registers and lists of gifted and talented students:
 - a) A central register of students who display the ability to achieve excellent results across a core curriculum of English, Mathematics, Science and Humanities as evidenced through Key Stage 2 and CAT results as well as baseline testing conducted by departments.
 - b) Departmental registers will be kept centrally and also within each Centre of Learning.
 - c) The process of identification will start prior to students' transfer from Year 6 to Year 7, based on Key Stage 2 and CAT results. The first official nominations will be made after students' completion of the CAT tests. Identification will continue throughout the year/s as an ongoing process, with regular reviews at the end of each academic year. Parents of children selected for the central register and departmental registers will be notified by letter of their child's nomination.

3.0 Identification Criteria

- 3.1 Additional cross curricular observations should be taken into account:

- High academic achievers
- Genuine desire to learn
- Intense concentration
- Ability to understand new/abstract concepts quickly
- Clear articulation of understanding, verbally and in writing
- Display flair and originality
- Independence of spirit and opinion
- Excellent observational skills
- Willingness to experiment
- Excellent memory and retention skills
- High level of problem solving
- Ability to think laterally, critically and creatively
- Excel in a wide range of activities
- High degree of imagination
- One step ahead
- Make hypotheses
- Deep thinking
- Make connections and spot patterns
- Ability to form and refine ideas

4.0 Provision/roles and responsibilities

4.1. Governors

- i) to ensure that gifted and able students are identified and that their needs are recognised.
- ii) to assume overall responsibilities for ensuring adequate provision and resourcing for the gifted and talented students
- iii) to designate a governor to have specific oversight for/of the gifted and talented children

4.2. Senior Leadership Team

- i) to aim for excellence through effective curriculum planning and good management of resources and approaches
- ii) to ensure that an awareness of the issues related to gifted and talented children are reflected in staff development and deployment through:
 - Assisting in auditing skills and roles within the school
 - Reviewing the curriculum regularly
 - Ensuring delivery of appropriate INSET
- iii) To support the lead taken by the Gifted and Talented Coordinator (GATCO) in motivating all staff to initiate activities related to gifted and talented children and to encourage cross-curricular co-operation/collaboration
- iv) To allocate an appropriate level of funding for the teaching and learning of gifted and talented children

4.3 The Gifted and Talented Coordinator

- To coordinate information to identify the gifted and talented children in each academic year
- To pass on information to all teaching staff regarding identified students, as well as their tutors and Heads of Year
- To implement progress tracking procedures to prevent underperformance of identified Gifted and Talented students
- To oversee the mentoring programme for gifted and talented children
- Spend pupil premium funding appropriately on disadvantaged, more able students
- To liaise with:
 - Heads of Centres of Learning and Heads of Year
 - Subject teaching staff
 - Librarian
 - Mentors
 - Behaviour team
- To oversee the provision for gifted and talented, both academically and enrichment programmes
- To coordinate a programme of enrichment activities

- To liaise regularly with parents/guardians of gifted and talented children and any specifically designated outside agencies

4.4. **Teaching staff**

- i) To provide a subject specific adjunct to the whole school policy on gifted and talented students.
- ii) To ensure the teaching and learning of gifted and talented students is reflected in departmental development plans, schemes of work and day to day practice.
- iii) To monitor performance and progress of gifted and talented students regularly and to evaluate subject provision annually.
- iv) To share good practice and understanding of teaching skills most relevant to gifted and talented children.
- vi) To refer gifted and talented children to the GATCO.
- vii) To identify professional development needs in relation to the teaching and learning of gifted and talented children.
- viii) To reward success and maintain a portfolio of outstanding work.
- ix) To develop a programme of enrichment activities to widen the personal and academic horizons of gifted and talented children.
- x) To assist in the mentoring of gifted and talented children when required.

5.0 **Success Criteria**

- Departmental policies that provide scope to stretch gifted and talented children and to enable them to develop their skills in the areas identified. Class teachers' awareness and use of effective teaching strategies for more able students with ready availability of extension materials/tasks/problems.
- Mentoring programme for gifted students in which strengths and areas for further development are discussed and targets are agreed
- Pupils in Gifted and Talented cohort achieve 7/8/9*s in Mathematics, Science, English and Humanities.
- Pupils in Gifted and Talented cohort go on to take up places at high quality higher education destinations.
- Programme of varied enrichment activities on offer, designed specifically to raise aspirations and taken up by the majority of Gifted and Talented students.