



St Benedict's Catholic College Able, Gifted and Talented Policy 2015-16.

1. Aims

All children have a right to a challenging and appropriate education. If pupils have ability or abilities beyond the large majority of their peer group, they need a curriculum that goes beyond the standard curriculum

1.1. Our aim is that all 'very able' pupils within St Benedict's College will:

- be identified
- have their potential realised through work that is matched to their needs
- have opportunities to develop their skills and talents
- have their emotional/ social needs considered alongside their intellectual needs
- have their progress monitored
- be supported by appropriately trained staff
- have their parents/carers involved in the educational process (as appropriate).

1.2 This policy is not directed at the broad group of 'more able' students, of whom there are many at St Benedict's College, but rather the category - as described by DFE of 'more able' pupils comprising approximately 5-10% of the cohort.

DFE and Ofsted define gifted pupils as those with academic ability which 'places them significantly above average for their year group'.

Talented pupils 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 domains, including 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 & 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.

1.5 Identification

Given that there is no perfect single instrument to identify Able, Gifted and Talented students, More Able students will be identified by making a judgement based on an analysis of various sources of information including:

KS2 SAT/CAT/MIDYS scores

Teacher nomination (based on classroom observation, discussions with pupils etc.)

Primary school recommendation

Parental nomination

This information will be collated by the Data Manager 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.

2. Responsibilities

2.1 The Able, Gifted and Talented Coordinator will take responsibility for:

Maintaining the gifted and talented register.

Logging all enrichment activities and reviewing provision – at present this information is included in a departmental provision booklet which will be published on the College Web site. Liaising with Heads of Department and Academic Lead, in order to monitor the progress made by able, gifted and talented students and ensuring that colleagues are aware of their needs.

2.2 All staff will take responsibility for:

Recording those able, gifted and talented students they teach and consider their individual needs when planning lessons. Setting personalised targets for 'more able' students that address specific areas of weakness. Monitoring and intervention of gifted and talented students and this should have a positive impact on progress and development.

Ensuring their department know who has been identified as more able

Ensuring the enrichment/extension material is used by subject teachers

3. Monitoring and evaluation

3.1 The provision for the pupils and the outcomes achieved will be monitored by all teachers within their own subject responsibilities. Heads of Department, the SLT and the Headteacher will monitor the progress of the identified 'more able' pupils using various strategies including data and mentoring pupils, meeting with staff and parents.

SLT and the G&T Governor can:

Raise the profile of the G&T programme amongst students, parents, colleagues and other schools in the area

Recognise and emphasise role of the G&T Coordinator

Ensure funds from the School budget are allocated to G&T

3.2 Success criteria will include:

Is the identification procedure operating effectively?

Is the work in the classroom being differentiated to provide challenge for all learners?

Is a range of enrichment activities being provided?

Does the data at all Key Stages show evidence of exceptional achievement?