



MORE ABLE, GIFTED AND TALENTED POLICY

Lead Teacher (LT): A. Bawden
Line Manager (LM): J. Waterston
Support Persons: SLT, HOD, HOY, Tutors, Teachers and G & T Departmental Reps

Summary

At The Crypt School we are committed to ensuring all students are challenged and motivated to realise their own potential. This policy is an integral part of the School's broader development, to maximise inclusion of educational opportunity, for all students and clearly outlines our commitment to providing an environment which challenges all abilities as well as the more able.

We aim to create an ethos where high, personal achievement and success is valued and celebrated by all. In addition ensuring that all students are recognised for their individual abilities with a specific focus to identify and support specific gifted and talented behaviour demonstrated within specific subject areas. As a school, it is essential that we create provision which challenges and develops student's individually through personalised learning and provides them with further opportunities to succeed.

It is the procedure of the school to:

- ensure departments identify MA,G&T students, within their subject;
- help the students to develop their skills and abilities intellectually, emotionally and socially;
- provide teaching and learning that is challenging, engaging and provides an opportunity for all students to maximise their potential;
- work with and gain the support of parents/guardians creating a strong home-school link;
- maximize inclusion of educational opportunities for all students;
- encourage and support MA,G&T pupils to apply for Oxbridge/Russell Group universities.

Guidelines

There are many definitions for 'More Able, Gifted & Talented' students (MA,G&T). At The Crypt School we believe in the following definitions:

More Able: learners who attain above average standards and/or perform above the national expectations in specific curriculum areas or in sporting fields.

Gifted: learners who demonstrate potential to achieve a significant higher level of ability than most students of the same age in one or more curriculum areas within the school other than Art, Design Technology, Music, Physical Education and Drama.

Talented: learners who have the ability to excel in practical skills such as Physical Education, artistic performance, or in an applied skill such as Music, Art, Design Technology and Drama.

The term 'More Able, Gifted & Talented' is not to be understood as a label for more able students. At The Crypt School we recognise students' strengths and abilities can be identified at different times, as individuals will progress at different rates and experience different barriers as they strive to fulfil their potential. To ensure we do not create added pressure to achieve or have a negative impact on students' motivation we endeavour to avoid 'labelling' students MA, G&T.

The provision for MA,G&T is devised into the following: **Identification, Provision & Review.**

Identification

Students are identified as MA,G&T primarily through teacher nomination which has been embedded throughout the School in recent years. Using subject specific criteria (appendix A) individual departments nominate students and review registers at different points within the year.

Alongside Teacher Nominations, other sources are also used to identify most able students including:

- Data (national data, test scores, CAT/FFT/TMT scores and examination results etc.)
- External Nomination (parents and other outside agencies which recognise success and MA,G&T behaviour outside of school)

Once students are identified as MA,G&T they are then placed on a departmental register. Each departmental register is then the driving force for the department to support and challenge those students identified.

Those students who receive 5 or more nominations are also placed on a whole school whole school register. The lead teacher of MA,G&T will then monitor their progress across the subjects and expose them to further enrichment activities during the academic year to further support their development.

This identification process is carried out for all students in Years 8-11, and Year 7 students are identified at the end of their first school year as they prepare to go into Year 8. This is so that teachers can fully identify the strengths of students and have a fuller understanding of their abilities.

VI Form identification is based on Oxbridge/Russell Group Universities. Students are identified by staff who have the potential to access Oxbridge/Russell Group and students who are striving towards this type of university can also self-nominate to be part of the Oxbridge/Russell Group.

To support the nomination process the registers are reviewed on a yearly basis, especially the Year 9 register when students go into Year 10 as nominations change following GCSE options. There is a high possibility that MA,G&T students will be identified throughout the year as they may be late developers. Students may lose nominations as they may underperform or fall behind other students in comparison to their peers. This process allows all students in the school the opportunity to access departmental and whole school MA,G&T registers.

Department Provision:

At The Crypt we ensure that all subject areas:

- Have a department policy for MA,G&T based on the whole school policy.
- Have subject specific identification criteria for MA,G&T students.
- Identify a MA,G&T representative, who will meet as a team on a regular basis (once a term) co-ordinated by the lead teacher of MA,G&T
- Have a programme to support MA,G&T students. Listen to and take account of their views as more able learners, encouraging them to take responsibility for their own learning.
- Use a range of learning styles, teaching approaches and organisational strategies to meet the needs of MA,G&T.
- Continue to provide INSET through the Teaching and Learning/CPD Programme to ensure that all staff are aware that MA,G&T students need to be catered for explicitly.
- Create enrichment opportunities to further challenge and support MA,G&T students learning.
- Identify underachievement in MA,G&T by using strategies to identify traits within learners such as:
 - Boredom and restless behaviour
 - Excessive self-criticism, anxiety, perfectionism
 - Lack of concentration/daydreaming
 - Inconsistent patterns of achievements
 - Inability to deal with failure/avoidance of success
- Put in place support mechanisms to support and prevent underachievement.
- Celebrate student success, creating an environment where high achievement is valued and excellence is celebrated.

Whole School Provision

We will ensure that as a school we:

- Provide a curriculum which offers breadth, depth and flexibility to meet the needs of MA,G&T.
- Address the social and emotional needs to MA,G&T students as well as their learning needs.
- Commit to improving the skills of all staff through specific CPD training to meet the needs of MA,G&T students.
- Continue to offer a working relationship with neighbouring schools to offer a Gifted and Talented programme or work day(s) to promote experiences beyond those experienced in the classroom. This will be subject to funding.
- Work alongside and share good practice with local schools, as part of the Teaching School Alliance.
- Listen to and take account of the views of the parents/carers of MA,G&T students and encourage them to take responsibility for their son/daughters learning.
- Listen to and take account of the views of the MA,G&T students and encourage them to take responsibility for their own learning.

- Work with partners and other outside agencies to develop our provision for MA,G&T students.

Review:

On an annual basis the following review process will take place to ensure the continuous development of MA,G&T provision:

- Continue to use the NACE Challenge Award Framework to audit and action plan areas of strength and areas to improve.
- Review and update departmental and whole school MA,G&T registers to allow other students to be identified and review any underachievement from students currently on each register.
- Monitor student progress through the use of Pupil Progress Grades (PP's) and yearly reports, intervening where appropriate to ensure individual pupils are achieving targets. Letters of concern and praise sent home throughout the year.
- Hold intervention meetings – following each set of PA's, 5 minute meetings are organised with AB and G&T students to reinforce areas of concern and praise for individuals.
- A Governor will be elected to support and review MA,G&T policy and provision on a yearly basis, reporting back to the school Governors their findings.

On an annual basis the SLT Line Manager for a named Department will:

- Ensure that Departmental policies/handbooks have provision for the MA,G&T within each subject area.
- Ensure that the Department is responsible for reviewing and updating their individual MA,G&T policy on a yearly basis.
- Ensure that monitoring of the provision for the MA,G&T student' is being provided within each subject area by the HOD, as part of the lesson observation structure.

Lead teacher of MA,G&T will review the MA,G&T policy annually, in conjunction with the MA,G&T Line Manager.

Reviewed by: A Bawden (Lead Teacher of MA,G&T) May 2014

Approved : Full Governors – June 2014