

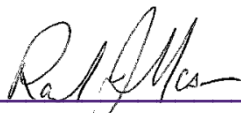


ALL SAINTS
ACADEMY PLYMOUTH

ABLE, GIFTED & TALENTED
POLICY

Author of Policy
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Vice Principal Curriculum & Assessment

Date adopted by Governors/Academy
December 2014



Signed on behalf of Governing Body

Date reviewed
December 2014

ALL SAINTS CHURCH OF ENGLAND ACADEMY, PLYMOUTH
Pennycross, PLYMOUTH PL5 3NE

All Saints Church of England Academy, Plymouth aims to be an inspirational community of learning, which will transform the life chances of the students and make a positive contribution to the well-being of the local community and the wider world. The Academy is rooted in Christian values including truth, justice, forgiveness, generosity and respect. The Academy aims to provide outstanding educational opportunities and experiences which will enable all students, regardless of ability and background, to bring out the best in themselves, and to make a difference for good in the world.

The Academy believes that education is about the development of the whole person, and in educating each student will endeavour to:

- sharpen the mind
- enrich the imagination
- strengthen the body
- nourish the spirit
- encourage the will to do good
- open the heart to others

This policy and the associated procedures are based on these principles, aims and beliefs.

Introduction

At All Saints Academy we strongly believe that all children are entitled to an education in a safe, happy and caring environment. This will enable them to raise their aspirations and develop their full potential, be that intellectual, physical, creative, or social, by providing appropriate challenges in our learning community.

Purpose

All Saints Academy aims to encourage all students to fulfil their potential. There are high expectations of and for every individual student and the Academy will extend opportunity in order to enhance quality for all.

To achieve this we must:

- provide a sufficiently challenging curriculum for all its students
- raise the standards of Able, Gifted and Talented students
- provide a range of opportunities for Able, Gifted and Talented students to meet with others who have a similar range of interests/abilities both inside and outside of the Academy
- recognise students who have a particular gift

Procedure

In defining what is meant by the term 'more able', we have adopted the following definitions:

Able: learners who have both academic and creative abilities

Gifted: learners who have abilities in one or more of the academic subjects or are gifted in PE

Talented: learners who have abilities in art and design, music, PE or performing arts or are talented in sport

A Development Leader of Able, Gifted and Talented has been appointed to co-ordinate the Academy's response to meeting the needs of more able students.

The Development Leader of Able, Gifted and Talented will identify a cohort of between 5% - 10% who will be designated as "able, gifted or talented" in relation to their peers' level of achievement or excellence. The Able, Gifted and Talented register will be regularly reviewed and updated.

We identify our Able, Gifted and Talented cohort as follows:

- KS2 data
- KS3 NC levels
- Fischer Family Trust data
- Levels in all subjects
- Reading age
- Previous teacher recommendation
- Current teacher professional judgement
- Information about excellence from outside sources

No one method of identification can be entirely accurate since specific subject criteria will develop. Therefore, we endeavour to obtain as much information about individual students as possible.

Teaching and Learning

- There should be an awareness amongst all staff of their role in the identification of more able students, based on subject-specific criteria and the need to make the curriculum sufficiently challenging.
- There should be close attention to the needs of the individual student through differentiation of tasks, resources and outcomes and an acknowledgement of differing learning preferences and styles.
- Teachers involved in the teaching and learning programme will have a thorough understanding and a passion for their subject which will be reflected in their high expectations of the students and the learning outcomes.
- Departments will ensure that all SOW include appropriate enrichment/extension material.
- Departments will decide on the appropriate choice and use of resources to be used with the Able, Gifted and Talented cohort. All teachers should be aware of the location and use of extension materials.
- Teachers will encourage students to think for themselves, to ask questions, and to take some responsibility for their own learning and the learning of others
- Teachers will ensure there is variation in pace, teaching style and classroom organisation in lessons.
- There will be detailed consideration of student grouping. Students must be grouped for purpose and where a department has a setting/mixed ability policy then it is essential that the groupings are reviewed regularly and thoroughly to ensure the placement of students is accurate, reflects perceived ability and responds to the needs of the student.

Monitoring

The Development Leader of Able, Gifted and Talented is responsible for monitoring the progress of the students, with information being received from the following sources:

- Regular analysis of student assessment
- On-going departmental assessments
- Classroom observations

Resources

The Development Leader of Able, Gifted and Talented will monitor consistency across all subject areas. In each subject area it is necessary:

- to include in their department handbook an outline which reflects the Academy policy
- to identify a link person in each curriculum area to liaise with the LDL
- to identify students who meet the agreed subject criteria
- to pass these names to the DL of Able, Gifted and Talented
- to include items concerning provision for the identified students on subject meeting agendas.
- to provide schemes of work that contain enrichment/extension material
- to ensure that the enrichment/extension material is being used by subject teachers
- to monitor the progress of identified students, identify under performance
- to provide mentoring and intervention where appropriate

The Development Leader for Able, Gifted and Talented will report directly to the senior management team. Results of evaluation will be discussed regularly with the appointed Assistant Principal.

The Assistant Principal will:

- work with the DL for Able, Gifted and Talented to oversee the process and activity
- include items concerning provision for Able, Gifted and Talented students on meeting agendas where appropriate
- Support CPD for staff that addresses the needs of more able students and develops teaching and learning styles that take account of differentiation, enrichment and extension.

The Governing Body will review this policy at least every year and assess its implementation and effectiveness. The policy will be promoted and implemented throughout the Academy.