

## **HIGHLY ABLE, GIFTED AND TALENTED POLICY**

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### **1. Whole School Philosophy and Aims**

At Newland School for Girls our motto is 'Every Girl Counts' with this statement NSG aims to support the learning of *all* students. Students with particular gifts and talents must be recognised and helped to reach their full potential – intellectually, emotionally, aesthetically, socially and physically. We are working to provide a challenging and stimulating learning environment for all, which offers the opportunities for students to shine and develop an enthusiasm for lifelong learning.

Provision is not targeted at a small percentage of students who are outstanding in *all* areas, but includes a much larger group of children who have particular strengths and/or interests in specific areas and/or students that have shown the potential to excel. We do not intend to neglect the needs and interests of less able students. Enriching lessons and activities to target the HAG&T cohort may also raise expectations more generally and so benefits all students. We aim to celebrate achievement and create an ethos where it is okay to be bright and enthusiastic and every girl is valued. We aim to maximise opportunities for all girls in our school. All students have an entitlement to the following at NSG:

- Staff commitment and training to develop students full potential at all times.
- Lessons that stimulate, engage, challenge, inform, excite and encourage through partnership and dialogue with teachers and other students and active participation in the lesson.
- Courses that lead to examinations and accreditation.
- Skilled, well prepared and informed teachers who have a perspective and understanding of whole school needs, problems and policies, especially those concerning issues related to those students identified as more able.
- An entitlement beyond subject teaching, including preparation for adult life and preparation for the world of work. This should include extracurricular activity, personal and social education, careers guidance and counselling,
- Visits to local industry, work experience and community service.

It is our aim all students with identified gifts and/or talents in particular subjects should achieve A-A\* in that subject and achieve 4 levels progress in others. One important measure of our success is the yearly RaiseOnline report. Our aim is for all performance measures in this report to show that our students are performing at least as well as similar students nationally.

## 2. HAG&T Students - Definitions for Identification.

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

A **gifted** student is one who achieves or has the potential to achieve at a significantly higher level than the majority of their peers in academic subjects.

A **talented** student is one who achieves or has the potential to achieve at a significantly higher level than the majority of their peers in a leadership, creative, artistic, musical or the sporting domain.

A **Highly able** student is one that has achieved APS of 30 or above at KS2. This is a much larger group of students that have attained a high level of achievement and have the potential to achieve, at a significantly higher level than the majority of their peers.

An **exceptionally able** student has CATS scores of 125+ above in two batteries or 120+ in three. These students may exhibit performance, interest and ability beyond that displayed by highly able, gifted or talented students or have the potential to do so. Guidelines suggest this cohort should be only 3% nationally. It is therefore possible that no student of exceptional ability will be identified in a year group or key stage at any one point in the school's identification calendar.

A student with **Dual exceptionality** is a student identified as being part of in one or more of the above groups but who also has another special educational need, notably a learning disability.

All schools are required to identify an able, gifted and talented cohort which should comprise of the top 5-10 per cent of their students. At NSG, this cohort will be made up from the students identified as 'gifted' and 'talented' *in several subjects*. It is important that this group is representative of the whole school population in terms of gender, ethnicity, and socio-economic background. At ECS this group will be known as the **HAG&T tracking group**.

**HAG&T underachievers** are students who are failing to make the most of their innate capabilities. These students can often be sidelined because of the difficulties they can create. This group might include students:

- In families or peer groups with a social or cultural bias against high ability and achievement;
- Who have English as a second language.
- Who lack motivation or have low self esteem, fear failure or will not willingly rise to the challenge

## 3. Identification Process.

No one method of identification can be entirely accurate since specific subject criteria will/ could develop at anytime in a student's school career. Therefore, we endeavour to obtain as much information about students as possible and students can come onto the register or fall off at anytime during the school calendar.

The process of identifying HAG&T students will:

- Be systematic and on-going; making use of both 'hard' data (e.g. SATs, CATs, exam results) and 'soft' data (e.g. teacher nomination, primary school records and nominations).
- Produce a curriculum-wide 'AG&T Tracking Group' of students, consisting of approximately 10% of each year group.
- Produce HAG&T lists and information available for teachers to access on SIMS and the school shared area.

- Involve each faculty/subject in nominating approximately 10% of each year group. However this figure will be responsive to changing cohorts.
- Result in students nominated as G&T in a particular subject being considered for activities within the department e.g. workshops visits or additional classes
- Take account of students who under perform in test situations but whose performance in lessons suggests inclusion to be appropriate. Students who have performed well in tests will not be removed from the tracking group even if classroom performance does not match the levels of ability suggested by test data. Both these groups will be regarded as potential 'HAG&T underachievers' and tracked accordingly.
- Ensure students nominated by a faculty/subject, but not in the AG&T tracking group, will always be considered for extension and enrichment activities in that subject.
- Consider students who are particularly socially or emotionally gifted, or those with particular leadership qualities. nominated by form tutors and HoHs.
- Ensure that nominations are representative of the whole school population in terms of gender, ethnicity, and socio-economic background.
- consider parental contributions; parents will be asked to profile their children's strengths and to alert us to any out of school activities or interest which might qualify the child as AG&T.

## **4 Provision.**

Provision will be delivered in three 'waves'. The school and its teachers will provide a challenging and enriched curriculum to enable the gifts and talents of students to emerge, be recognised and developed. We will have high expectations of students. Students will, in turn, support teachers by being active participants in lessons. Students must take responsibility for their own learning and take the initiative, where possible. The emphasis will be on increasing the 'depth and breadth' of the curriculum for HAG&T students rather than providing an accelerated curriculum.

### **Wave 1**

#### **Within the curriculum:**

Setting and streaming in subjects.

Differentiated curriculum through programmes of study.

Schemes of work will provide a challenging programme for all students.

Good inclusive classroom practice.

### **Wave 2**

#### **Enrichment and enhancement:**

Extra-curricular activities and clubs to provide enrichment and extension e.g. drama, chess club.

A\*-A Coaching.

National competitions and events.

Conferences, visiting speakers.

Student Leader opportunities.

Opportunities for G,T and EA students to work together.

Programmes including leadership, problem solving and debating skills.

Include a variety of teaching styles and a range of activities.

Include periods of review and reflection which establish the need for support or extension.

### **Wave 3**

#### **Targeted support for individuals:**

1:1 mentoring for HAG&T underachievers

Mentoring for all HAG&T students in Year 11 with form tutors.

Mentoring drop in sessions with G&T Coordinator, to which the students have an open invitation where students of higher ability can meet and speak with each other.

Peer mentoring- Learning Leaders

Target orientated work, the student may complete this work with staff member, or at home.

In the case of a student with Dual exceptionality the G&T Coordinator and SEN department will work closely together to investigate the reason for under achievement before next steps are initiated.

## **5 Roles and Responsibilities.**

*G&T coordinator*

This is a part-time responsibility equivalent to half a day per week. The postholder will be responsible for:

Maintaining and updating the HAG&T lists through discussions with HoDs

Keeping a log of all HAG&T extra-curricular activities

Distributing literature relating to HAG&T provision to faculties

Coordinating HAG&T enrichment activities that are not the remit of a particular faculty

*Faculty G&T representatives*

Each faculty will have a member of staff responsible for:

Maintaining the lists of students who are considered to have gifts or talents

Ensuring schemes of work / programmes of study provide appropriate challenge

Ensuring appropriate resources are available for HAG&T students

*All Teachers*

Responsible for:

Knowing who the HAG&T students are in their teaching groups.

Planning for HAG&T students on a daily basis.

Identifying possible gifted and talented students to department G&T rep.

## **6. Monitoring.**

The progress of HAG&T students will be tracked to ensure expected (or better) progress is being made, i.e. that students are predicted to achieve their Target Grades. Underachievement will be identified in the following ways:

Subject teachers will keep records of student progress and will target appropriate interventions should attainment levels fall in any one subject

Heads of Department will monitor progress through the use of assessment data after each Data Window and through work scrutiny, lesson observations and student focus interviews. They will support subject teachers in their efforts to differentiate to meet the needs of more able students

Tutors will monitor attainment through mentoring interviews following each Data Window

Heads of House will track student progress attainment will intervene if students fail to meet expected standards. This will be evident in assessment data from Data Windows and behaviour records. They will liaise with Heads of Department to address issues of subject specific underachievement.

G&T Coordinator will monitor progress through the use of assessment data after each Data Window. They will support Heads of Faculty and Heads of House in their efforts to promote the progress and needs of more able students

## **7. Parents.**

The HAG&T programme will be a three-way partnership at all times. Parents will be informed that CATS data, SATS data and staff recommendations have placed their children within the HAG&T cohort and given details of the school's approach towards Gifted and Talented students and the enrichment programme. Within the identification letter there will be advice on how to best support their child at home. Parents of HAG&T will also be kept informed of their child's progress at points throughout the year.

Occasionally, it is possible that parents will not wish their child to be part of the programme and will inform the school of their decision. These students will still be differentiated for in lessons due to good inclusive teaching, but will not be automatically included in enrichment activities in or out of school.

## **8.Evaluation.**

The policy will be reviewed and evaluated annually. This will include: taking into account a variety of perspectives from teachers, pupils, governors, Performance Management, Team Leaders and parents, discussions with senior management regarding their findings from monitoring teachers' planning and classroom observations.

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