

HAVEN HIGH TECHNOLOGY COLLEGE POLICY FOR OUR MOST ABLE LEARNERS

Introduction

Developing an effective policy for ‘gifted and talented’, or our most able learners involves the senior management team, governors, staff, parents and young people working together.

General rationale

The college is committed to helping all students achieve their potential. The college supports the ‘Every Child Matters’ agenda and implementation of this policy will enable our most able students to ‘enjoy and achieve’ in their education, make a ‘positive contribution’ and ultimately ‘achieve economic well being’. Included within this policy are the identification of the most able and the provision of suitable experiences and teaching programmes to enrich and enhance them, so that they are able to meet their personal potential. Provision for the most able is therefore an integral part of our teaching and learning programme. Specific reference to the provision for the most able across the curriculum can be found within departmental handbooks.

Aims

This policy aims:

- To further develop good practice in the classroom.
- To raise student attainment in the identified group and contribute to raising student attainment overall.
- To raise the aspirations of identified students and raise the expectations of them within the wider community.
- To contribute to increasing the numbers of students engaging in higher order learning and achieving higher levels.
- To increase the number of students considering and taking part in Higher and Further Education.
- To promote a curriculum that widens student experiences and encourages excellence overall.
- To provide a culture that respects and values excellence in learning in all environments.

Definitions

There are many definitions of ‘gifted and talented’ or most able students. ‘Excellence in Cities’ (EiC) guidance suggests

‘Gifted’ learners are those who have abilities in one or more subjects in the statutory curriculum other than art and design, music and PE;

‘Talented’ learners are those who have abilities in art and design, music, PE or performing arts such as dance and drama.

The term 'gifted and talented' is not to be understood as referring to the most able students in the national population. The term should be seen as relative and refers to the top 5% to 10% of any school, regardless of the ability profile of students at the school.

We recognise the diversity of the most able cohort in that some students will be designated most able in one particular subject area of the national curriculum. Others may be designated most able across several areas of the curriculum. Those identified as most able learners may not initially be the highest achievers.

The cohort will therefore demonstrate a wide range of skills and abilities, including:

- sporting ability
- musical talent
- linguistic ability
- dramatic talent
- innovative designers
- creativity
- leadership skills
- organisational ability
- mechanical ingenuity
- a high level of interpersonal skills

Identification of our most able students

The **Register** of our most able students are available to all staff electronically.

The **Register of the Most Able** identifies the students nominated as most able by all departments, so the most able 5-10% in each subject area.

The **Register of the Most Able** also identifies those identified by the Leading Teacher (G&T) using CATs and SATs data as the most able whole school; so our most able 5-10% of the whole College.

Departments nominate their most able learners using their own departmental criteria and departmental policy. The students are identified by making a judgement based on an analysis of various sources of information including:

test scores (end of key stage levels; CAT scores);

teacher nomination (based on classroom observation, discussions with students, work scrutiny);

parental interviews;

predicted test/ examination results;

reading ages

Referrals, to be included on the register, will be made to the Leading Teacher (G&T) by the end of Term 1 and these will be reviewed in Term 1 each year. However, alterations to the register can be made at any time during the academic year. The register will be held electronically and monitored by the Leading Teacher (G&T).

Provision in the classroom

Important strategies include:

The coherent management of student groupings (whether in mixed ability groups or ability sets) and recognition that whilst there may be a higher concentration of most able, students in express groups there might students who have gifts and talents in mixed-ability groups.

The provision of opportunities for most able students to work with students of similar ability. This may mean that it is appropriate for students to work with older students occasionally.

Mentoring for all of our most able students is provided through the 'academic tutoring' system and 'study and support'.

The provision of enrichment/extension activities and tasks.

Differentiation within subject areas.

The development of independent learning through the 'assessment for learning' strand of the secondary strategy and personalised learning.

Provision out of the classroom

The following are offered on a regular basis and, although these benefit all students, they are particularly apt for ensuring that students who have potential in these areas are given opportunities to practice and extend their skills.

Enrichment days and extra-curricular activities .

Residential experiences.

College clubs.

Musical and sporting activities.

Monitoring and Review

The Leading Teacher (G&T) has overall responsibility for ensuring that the policy is implemented and will monitor that:

Targets are set and agreed between the most able students and their teachers

All of our most able students will have targets in the subjects areas in which they have been identified and these will be shared with the student's academic tutor

Targets will be reviewed three times a year with the academic tutor and the subject areas.

This policy will be reviewed annually.

A Young July 09