

# Joseph Rowntree School

Working together to achieve success

## Able, Gifted and Talented Education Policy

### **SECTION 1 – RATIONALE AND AIMS:**

At Joseph Rowntree School we aim to provide all of our young people with a curriculum that supports, develops and extends their abilities, skills and understanding. We plan our teaching and learning so that every young person is given the opportunity to achieve their full potential, including those who display a marked aptitude or ability. This policy details how we define, identify and provide for our 'Able, Gifted and Talented' learners.

Joseph Rowntree School focuses clearly on meeting the needs of Able, Gifted and Talented young people because:

- Wider definitions of what constitutes ability now mean that we are talking about a far larger number of young people than has often been previously recognised
- Equality of opportunity should mean that all learners have an equal right to the kind of teaching that allows them to take the next step. All learners have the right to be supported in maximising their potential
- Able learners require support and teacher intervention:
- Without opportunities and appropriate support in school, the talents and abilities of some potentially able learners would go unrecognised and the progress of many would be impaired
- Encouragement is needed to support motivation; without motivation ability can be wasted
- Any waste of potential is a cause for concern in a society and community that is economically reliant on its skills and knowledge base
- As early as 1992, HMI commented that where schools had focussed sharply on meeting the needs of able learners, they had been, in many cases, successful in improving the quality of teaching and learning for all and in raising standards generally

### **Aims**

Through this policy Joseph Rowntree School aims to:

- Successfully identify the needs and abilities of our young people
- Provide effective learning opportunities to engage and challenge
- Involve young people in the process of their learning
- Promote high expectations and standards
- Foster a supportive learning environment where success and achievement are encouraged and celebrated

### **SECTION 2 – DEFINITION:**

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The terms 'Gifted' and 'Talented' are widely used when referring to young people of high ability. The DCSF identifies:

"Gifted and talented pupils are those who have one or more abilities developed to a level significantly ahead of their year group (or with the potential to develop these abilities). The DCSF definition has evolved over time in recognition of broader educational developments and the focus on personalised learning. Currently the DCSF defines **gifted** learners as "those who have abilities in one or more academic subjects such as Maths or English." **Talented** learners are defined as "those who have particular abilities in Sport, Music, Design or Creative and Performing Arts. It includes those who are vocationally gifted". Other skills such as leadership, decision making and critical/creative thinking are taken into account when identifying gifted and talented learners."

From a school perspective, a working definition suggests that to be within the Gifted and Talented cohort a young person would:

- Have general all round ability

OR

- Have a special, marked ability or aptitude
  - In one or more curricular areas
  - In creative or productive thinking
  - In leadership skills
  - In the visual or performing arts
  - In physical or sporting activities
  - In social skills

This width of definition suggests that a significant proportion of a school's population may appear on its Gifted and Talented register somewhere.

**At Joseph Rowntree School we intend to use the following definitions, in line with the definitions recognised by the City of York:**

**'Able' – learners who have abilities in one or more subjects of the curriculum other than Art and Design, Music and PE**

**'Talented' – learners who have abilities in non-academic areas including Art and Design, Music, PE and Performing Arts**

**'Gifted' – learners who are exceptionally able and are within the top 2% of learners in the country**

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### SECTION 3 – IDENTIFICATION:

Joseph Rowntree School recognises that ability is complex. Some young people of higher ability might not perform well in test situations, others might be underachieving and have their abilities overlooked. In order to achieve a broad and balanced perspective, Joseph Rowntree School uses a range of strategies to identify our Able, Gifted and Talented learners. The aim is to ensure that identification leads to appropriately matched activities so that the learners are supported and extended. Effective classroom provision should also enable others to demonstrate high levels of ability, thereby leading to identification. The identification process is ongoing and involves staff, young people, parents and carers.

The strategies that are used by Joseph Rowntree School to identify our Able, Gifted and Talented young people include:

- National Curriculum tests
- National data sets (FFT, RAISEonline)
- Checklists (subject specific and generic)
- Ongoing classroom assessment
- Classroom observation
- Examination of work
- Information from previous schools
- Information from parents and carers
- Discussion with young people

#### Register for Able, Gifted and Talented

Subject Leaders, in collaboration with subject teachers, are expected to nominate learners for the Register for Able, Gifted and Talented. Nominations should take into account aspects from the list above and the use of subject specific checklists. A guide for the number of nominations is approximately 10% per year group. The nominations should be made in June, following the National Curriculum tests. A list of Able, Gifted and Talented learners for each subject will be agreed with the Lead Teacher for Teaching and Learning. Departments will be expected to provide for these learners through classroom provision and other departmental opportunities.

Following the agreement of Departmental lists, the whole school Register for Able, Gifted and Talented will be constructed. In line with current changes (NAGTY ending in 2007 and YGT providing guidance for Gifted and Talented education from September 2007) the whole school register will consist of approximately 10% of learners from each year group identified using the criteria above and the Departmental lists. The responsibility for the creation of the whole school register will lie with the Lead Teacher for Gifted and

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Talented. The learners on the whole school register will be identified on the school census returns in January. These learners will have access to provision offered nationally, locally and in the classroom.

Class teachers and Subject Leaders will monitor the progress of learners on the whole school Register for Able Gifted and Talented. The register will be reviewed in consultation with the Lead Teacher for Gifted and Talented in October. Subject Leaders, in collaboration with subject teachers, are expected to monitor the progress of learners identified on Departmental lists and flag any cases of underachievement requiring intervention, other than within the department, to the Lead Teacher for Gifted and Talented at the review times in October and June.

Monitoring progress requires appropriate use of data including target and outcome NC levels and GCSE grades in addition to FFT data focussing on expected and actual outcomes. Use of this data will also inform of success or otherwise of existing provision and intervention.

It is important to note that the register is a working document. While we would consider very carefully the decision to remove a learner from the register, we must have the flexibility to do so.

### **SECTION 4 – PROVISION:**

Current thinking and guidance from the DCSF suggests that provision for Able, Gifted and Talented learners should be based in the classroom. As Joseph Rowntree School develops a new curriculum, Faculty and Subject Leaders will be expected to embed provision for Able, Gifted and Talented learners into the curriculum. It will be the responsibility of the Lead Teacher for Gifted and Talented and Deputy Head for Teaching and Learning to ensure that adequate training, CPD and support for staff is available to ensure that classroom provision for Able, Gifted and Talented learners is successful. By focussing on classroom provision and using the Classroom Quality Standards as a tool to support this, it is anticipated that in the long term potential achievement of all learners will be raised.

To reinforce provision in the classroom, Joseph Rowntree School will also provide opportunities beyond the classroom for Able, Gifted and Talented learners.

### **Within the Classroom**

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Joseph Rowntree School believes that provision for our Able, Gifted and Talented Learners is an integral part of the learning opportunities that we provide for all. With the support of the CQS document we aim to provide an effective learning environment where:

- Assessment is used to determine what is already known as well as what has been learned
- Knowledge of prior attainment is used to identify next steps for learning
- Objectives are shared and provide suitable challenge
- Learners are given access to higher order tasks and encouraged to develop higher order thinking skills through the development of a cognitive curriculum
- Questioning techniques are used to extend thinking
- There are opportunities for extension and enrichment within the classroom
- Regular feedback is provided
- Learners are encouraged to use their initiative and take risks
- Learners feel supported and valued
- Success is celebrated

### Beyond the Classroom

Joseph Rowntree School aims to provide out-of-class activities to enrich and extend our learners. These include:

- School clubs and teams
- Educational visits
- Local and national competitions
- Specialist after school clubs
- Opportunities to work with visiting experts
- Master classes and enrichment sessions
- Peripatetic music lessons
- Revision sessions
- Links with other schools
- International links (Dreams and Teams Partnership)
- Residential visits
- City of York Summer School participation
- City of York ISSP participation
- Access to Excellence Hub activities

We intend to extend our provision in these areas and beyond including:

- Enrichment
- Specific opportunities aimed at groups of learners (withdrawal)

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- Wider links with feeder primary schools
- Wider links with York College and post-16 opportunities

### **SECTION 5 – SCHOOL ETHOS AND SUPPORT:**

Joseph Rowntree School promotes an ethos of hard work and celebration of success. We recognise that a learner's potential is influenced by opportunities, motivation and support.

#### The School Environment

- Joseph Rowntree School will encourage hard work
- Joseph Rowntree School will recognise and reward achievement
- Communication between staff will be encouraged and pupil progress will be tracked
- Able, Gifted and Talented learners will be stretched and will not be afraid of failure
- Able, Gifted and Talented learners (and their parents) may sometimes need access to some form of counselling and personal support at some times in their school lives

#### Social and Emotional Needs

Joseph Rowntree School recognises that Able, Gifted and Talented Learners may also have social and emotional needs. All staff will be trained to be aware of these and support learners in the classroom (SEAL training). Where additional intervention is deemed necessary, appropriate action will be taken such as the use of selected extra-curricular provision which may be social or academic, peer mentors and learning mentors, communication with parents or the use of other adults in the school to counsel and support identified learners.

#### Underachievement

Identified underachievers will receive intervention. This may be done within a department, pastorally or under the supervision of the Lead Teacher for Gifted and Talented. Appropriate strategies will be used including the setting of targets using Individual Development Plans (IDPs), communication with parents, the use of learning mentors and any other recognised intervention that could be deemed appropriate to helping the learner fulfil their potential.

#### Parents and Carers

Parents and carers of Able, Gifted and Talented learners need to be accepted as real partners in their child's education. The parents and carers of Able,

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Gifted and Talented learners need to have their detailed knowledge of their child acknowledged and taken into account.

Joseph Rowntree School aims to:

- Offer support and guidance, when requested, to parents of Able, Gifted and Talented learners

### Roles and Responsibilities

The Lead Teacher for Teaching and Learning and Gifted and Talented (Mr. G. Hatch) has the overall responsibility for ensuring the implementation of the policy, monitoring, evaluating and reviewing the policy and process and maintaining the register. Agreed responsibilities for Able, Gifted and Talented learners and policy are delegated to the Lead Teacher for AGT (Mr. T. Day). The introduction and use of the IQS and CQS documents, action planning and timely delivery of planned actions is the responsibility of these colleagues.

All teachers have a role in effective provision for Able, Gifted and Talented learners and will be supported in this by the Lead Teacher for Teaching and Learning, Faculty and Subject Leaders, Pastoral Leaders, SLT, Governors, the City of York LA and YGT.