



MOST ABLE, GIFTED AND TALENTED POLICY

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There is no statutory need to create and maintain a Gifted and Talented Register. There is a need, however, to address the needs of the most able. Not all able students are gifted and/or talented and likewise not all gifted and/or talented students are able. Therefore there remains a need to recognise and share the names of those students who have been identified as being gifted and/or talented as well as those who are able: to raise awareness of who they are and to challenge ourselves as teachers to ensure that we really are meeting their needs. The decision to inform parents/carers is on an individual student basis.

Identification

Most able students are identified by data: FFT 2-4 estimates of 7+ grades across all subjects. Most able students only appear on the Gifted and Talented Register where they meet the criteria to go onto the register as detailed below. Most able students are identified and shared post Key Stage 4 target setting.

Gifted and talented students are defined as young people with abilities developed to a higher level than those of their peers or those with the potential to develop those abilities. The whole school register is based on subject registers. Subject registers are based on nominations made by teaching staff in accordance with subject area policy for the identification of gifted and talented students. There is no single way to identify a student who is or has the potential to be gifted and talented. The most effective form of identification is through the provision of quality learning opportunities.

The proportion of students identified as gifted and talented within each year group and across the school as a whole is around 10%. Registers are updated annually during the latter half of the autumn term, published and shared with staff via SIMs. The register informs the annual school census in January. As relative ability changes over time students will move on and off subject area registers and consequently the whole school register as appropriate.

To be named on the whole school register as gifted, students need a minimum of five nominations from the following areas

- They are in the top 10% of the most able in the cohort based on prior attainment
- They have entered the school identified as gifted by a previous school
- They have been nominated by their parents/carers
- They have received a nomination from English, mathematics, science (or named science), MFL (or named language), technology (or named technology), geography, history, RE, drama or computing

To be nominated as talented on the whole school register, students need to receive a minimum of one nomination from art and design, music or PE.

It is possible for a student to be both gifted and talented.

Provision

Class teachers are expected to know who the most able, gifted and talented students are in the classes that they teach and provide learning opportunities that ensure all students are challenged and make progress. Teachers are expected to plan for and respond to the individual needs of their students, to include any associated behaviours that some most able, gifted and talented students display.

Additional subject based opportunities to raise the aspirations of students, including those identified as most able, gifted and talented, are expected to be promoted and exploited. These include working with role models, other educational institutions and work-related experiences.

In order to meet the needs of specific individuals, a bespoke curriculum that extends to pastoral support, is put into place to support the nurture of ability, gifts and/or talents. This is done in liaison between the students, their parents/carers, subject areas and SLT.

Monitoring

Gifted and talented subject nominations are moderated through line management meetings. The whole school register is monitored to ensure that it is broadly representative of the whole school population with regard to gender, ethnic and socio-economic background. Where students from within the top 10% of a cohort in terms of ability have not been nominated, reasons are investigated to ensure validity of the main school register.

Provision is quality assured through lesson observation, scrutiny of planning and student work, student voice activities and analysis of performance data. The latter is also used to judge impact. The progress of students on the gifted and talented register and those additional students identified as most able is monitored at least termly. This enables effective intervention to be targeted to those in need.

All subject areas are expected to report on the relative attainment and progress made by students in the relevant Year 11 cohort at least annually. It is expected that the students identified make or exceed expectations.

At whole school level the performance of the gifted and talented cohort is analysed as a subgroup where outcomes are compared to those of other subgroups of learners as a means to quality assure and to inform future improvement planning. Most able students' too, are analysed as a sub-group.

The school has designated leads for most able, gifted and talented students. The roles include the compilation of the whole school gifted and talented register, monitoring and supporting effective provision in the classroom for the most able, gifted and talented, monitoring the identified students, providing support for subject areas, and identifying and delivering on any identified improvement priorities.

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