

Provision for More Able, Gifted and Talented Students

Gifted and Talented is about embedding challenge into the fabric of the academy coupled with challenging teaching. If challenge exists in all lessons you raise the aspirations and attainment of all students within the academy.

General Rationale

In order for all students to have access to a curriculum that is appropriate to their needs and abilities, it is necessary to have an explicit whole-academy policy which sets out the principles and aims which underpin the provision and give details of the arrangements in place.

Ormiston Sandwell Community Academy has a strong commitment to the highest levels of achievement and attainment for all students, delivered through personalised pathways that match the needs and abilities of every child. In our academy it is recognised that children should be educated in a way which enables them to work at the highest level concomitant with their ability and interest, in order to develop their potential and also support the progress and achievements of all learners. Just as we need to make appropriate provision for students with other special educational needs, we must provide enriched and challenging learning experiences for More Able, Gifted and Talented children.

Aims

Our academy is committed to extending the gifts and talents of all students and we welcome the challenge of providing an appropriate, supportive curriculum to enable each student who has been identified as gifted or talented to reach their full potential. By co-ordinating and building upon good practice, we seek to develop provision that enriches and extends. Each curriculum area will discuss More Able, Gifted and Talented provision, create a subject register and plan for and track this group of learners as they progress through the academy. Provision for More Able, Gifted and Talented students will be embedded into curriculum areas policies and schemes of work.

- To improve the attainment, motivation and aspirations of the more able and talented students, particularly those from disadvantaged backgrounds.
- To develop a co-ordinated and coherent programme of learning opportunities and support at school, network and partnership levels underpinned by a balance of challenge and support.
- To develop provision for more able students through pastoral support and mentoring, out of hours learning opportunities, links with the community and links with higher education institutions.
- To ensure all students are stretched, challenged and encouraged to take risks to reach their full potential.

We will identify a cohort of More Able, Gifted and Talented students, whilst adopting an inclusive and flexible approach. The academy's provision will take into account the needs of the most able as well as tackling the issues presented by underachievers and those with specific learning difficulties.

Definitions

More Able (HATs):

The term 'More Able' encompasses approximately 20-30% of the school population and is used to describe students who enter the academy with higher than average results in their Key Stage 2 National Tests. This gives us a good indication that they will do exceedingly well throughout their five years, meeting or exceeding their targets identified through our flightpath.

We believe there are many separate components essential to optimum educational success; however, these five are often identified within our more able students:

- Growth Mindset
- Opportunity
- Support
- Motivation
- Hard work

The Star List:

Within the More Able group of children there will be those who are exceptionally able. Our 'Star List' includes approximately 5% of our top academically performing students as identified by data. We recognise these students to often have high levels of vocabulary, memory, abstract word knowledge, abstract reasoning and a wealth of general knowledge.

Gifted and Talented:

'Gifted and Talented' is a term used to describe students who have the potential to develop significantly beyond what is expected for their age. At Ormiston Sandwell Community Academy, we aim to help these students to develop their individual skills, talents and abilities, intellectually, creatively, emotionally and socially.

Students have been nominated by each curriculum area if they fulfil a specific criterion of either being gifted or talented within that subject. The following definitions will help you understand what this means.

- Gifted: This refers to students with specific academic aptitudes who are identified by their outstanding performance on achievement in areas such as Mathematics or History.
- Talented: This refers to students who have a high level of creative or kinaesthetic abilities, such as Music, Art, Drama, Dance or Physical Education. This may be students who have achieved particularly challenging certification for their abilities or have consistently excelled in these practical areas.

General Overall Approach

Identification

There are a number of characteristics which are commonly exhibited by very able students and which help academy to identify them.

These could include:-

- Has at least one area of outstanding achievement or intense interests.
- Pursues a hobby or hobbies to a very high degree of expertise.
- Perseveres and concentrates on independent work which captures his or her interest.
- Displays early reading proficiency.
- Relates well and maturely to adults.
- Displays high mathematical or literary ability.

In addition, the following could be signs of More Able Gifted or Talented children who are underachieving or not being sufficiently challenged...

- Reluctance to write at length despite having extensive knowledge of the subject at hand.
- Shows little attention but still produces adequate work.
- Off task and disruptive behaviour, whether this be low level disruption or more significant.

3 approaches can be implemented but none of these approaches can be considered definitive and a combination of all three is considered to be

- **Previous Attainment** – Looking at SATs scores and KS2 fine levels to assist in identifying Star Students however these may not help with gifted children who are underachieving and there may be a variety of other factors, which have influenced a student's previous performance. Hence, we will also regard KS1 data to identify our potential **Able Underachievers**, these students will be identified in each year group and suitable interventions planned and put in place.
- **Nominations** – Experienced teachers readily recognise when a student demonstrates characteristics of "gifted or talented" in their subject at a departmental level (a list of these characteristics can be found in Appendix A). It is part of general classroom practice for teachers to assess ability and teachers are encouraged to nominate students at any time. Ability is not a constant and some students may emerge quite late in their academy career or show a marked interest in one subject while showing no interest in others. Other valuable nominations may be obtained from the Primary partner schools.

From the above data all departments will identify subject specific criteria which they will use to identify More Able, Gifted and Talented learners. The More Able, Star Students and Gifted and Talented Cohort will be compiled and made available to all staff, this will also indicate clearly to staff those students that are disadvantaged and non-disadvantaged. The data will be used to track the progress of our More Able, Star and Gifted and Talented students.

Managing Curriculum Approaches

It is good practice to adopt a range of strategies to support More Able, Gifted and Talented students. These strategies are as follows:

1. Through a distinctive curriculum structure and organisation.
2. Through a distinctive developmental teaching and learning programme.
3. Through a broad range of targeted enrichment activities including trips to Russell Group universities, local universities, museums and theatre visits.

Grouping Policy

The More Able, Gifted and Talented will normally work with students of the same chronological age within the curriculum so that they are part of a normal peer group. While the academy is largely set by ability to enable clearer differentiation, there are often differences of ability within sets. Therefore,

opportunities should be given for students of exceptional ability to work together as a natural part of group work. In all classes, more able children must have access to differentiated tasks to enable them to develop and reach their potential. There may be opportunities for students to attend master classes in mixed age groups.

Curriculum Provision

The Academy aims to develop personalised pathways for learning which ensure that every child is able to progress and achieve at a rate that matches their individual needs and abilities and which is not constricted by key stage barriers, age or organisational constricts. Where appropriate a student may be accelerated to take a qualification above their key stage (i.e. KS3 students taking level 2 qualifications). This will become a key feature of More Able, Gifted and Talented provision at Ormiston Sandwell Community Academy.

The curriculum for More Able, Gifted and Talented students should be academically rigorous, intellectually stimulating and sufficiently flexible to meet their educational, social and emotional needs. Departmental schemes of work must identify differentiation for the most able. The classroom should offer a carefully structured positive atmosphere in which the contribution made by all students is recognised, differences acknowledged and where enthusiasm for learning is fostered.

The academy will seek to discover and utilise a range of strategies to improve the teaching and learning of More Able, Gifted and Talented students.

These may include in the Curriculum:

- Extension activities (with emphasis on open-ended tasks and questions, deepening understanding of concepts, additional activities around the base themes). Not just more of the same, these will be signposted by the use of the stretch and challenge sticker.
- Activities differentiated by task/outcome (including differentiated homework).
- Accelerated learning through awareness of preferred learning styles and multiple intelligences.

These strategies should be integrated in the revised schemes of work where appropriate.

In terms of Teaching and Learning:

- Opportunities for students to initiate discussion and to think creatively.
- Tasks involving individual research and problem solving.
- Activities which promote high order thinking skills.
- Through frequent use of the 'FACE' strategy (Fact, Application, Connect and Extend) which is embedded within the schemes of work.
- Through frequent use of the Stretch and Challenge Corner to encourage a continuation of learning throughout the lesson.
- Consistency will be achieved across the academy where stretch and challenge tasks have been undertaken through the use of the stretch and challenge sticker.
- Provision through student mentoring in conjunction with SPACE
- Students will be able to give their views and suggestions as part of a focus group.

In-class approaches should be supported by out-of-hours learning opportunities, all of which should support mainstream education and, wherever possible, integrate fully with it.

- Enrichment activities (with emphasis on visiting experts, a wide range of materials and resources, study skills taught directly, enquiry work, increased technical/specialist languages etc.)

- Enrichment opportunities e.g. Theatre, Science debate, visits, links with HE.
- Twilight or weekend sessions.
- Residential programmes.
- Extra-curricular clubs and activities e.g. sport, ICT, study skills.

Assessment and Monitoring

Once identified, students will be placed on the Able, Gifted and Talented Cohort List, which notes their particular abilities and targets. Their progress against individual targets will be monitored to assess effectiveness and value added, with reference to discussions with staff and students, attitude and ability tests, and students' work. Targets will be reviewed regularly in line with the existing reporting system.

In addition to the specified attainment targets identified, the success criteria against which the framework will be monitored and evaluated will include the following:

- The Star Students of each year cohort will be effectively supported and challenged.
- Gifted and Talented students will have regular opportunities to exhibit their abilities.

Pastoral Care

The academy recognises that Gifted and Talented students will need a high level of support and guidance. The role of the tutor or class teacher is crucial – alongside the Heads of House they should be aware of the children on the Gifted and Talented list in order to address and monitor their social, emotional and cognitive needs. Appropriate provision and support for Gifted and Talented students should help to raise the esteem and aspirations of all students in the academy. It is important that a wide range of opportunities is offered, but without pressure and that achievements are recognised and celebrated.

Parents

The academy encourages parents to take an active part in their children's development, sharing activities and progress with them, both formally and informally. As well as helping with the identification process, in some cases, they need to be informed of their child's particular abilities and/or talents. It is important to offer advice and support for parents, as effective partnership between home and academy is vital to the success of Gifted and Talented provision. Ormiston Sandwell Community Academy will therefore hold an annual Star Partnership Meeting at the beginning of every academic year to ensure the above is achieved.

Organisation

The academy's More Able, Gifted and Talented co-ordinator, with full support from the SLT, will oversee the heads of subject or curriculum areas in their implementation, monitoring and evaluation of the Star Student programme.

Subject/Curriculum leaders will monitor and evaluate G&T initiatives through their existing pattern of meetings and provide quantitative and qualitative information in order that the G&T coordinator may prepare their annual report to the Principal and Governing Body.

The policy for able students is reviewed every three years.

Role of the More Able, Gifted and Talented Coordinator

- To track and monitor the progress of Star Students
- To lead the development, implementation, monitoring and evaluation of the school's policy for identifying its cohort of Gifted and Talented students and the teaching and learning programme for them.
- To work with colleagues to identify and address the needs of disadvantaged Star Students.
- To lead the implementation of an effective whole school policy on support for the Most Able students, linking it with policies on assessment, exam entry, homework, home-school agreements and parental involvement.
- To identify and undertake staff development activities.
- To contribute to partnership and national activities.
- To act as "champion" of the Most Able students by creating and sustaining positive attitudes towards them, establishing a shared understanding of their academic, social and emotional needs and ensuring that **all** able students receive the right blend of challenge and support.
- To work with teaching staff to develop best practice
- To provide a range of intervention strategies

Conclusion

It is important to stress the following points:

- The Star Student programme must affect the curriculum as a whole to be successful.
- At all times, the well-being of the individual student belonging to the Star Student cohort must be paramount.
- Research has shown that making appropriate provision for more able students leads to higher levels of achievement for all students; therefore, FACE strategies are to be embedded in all Schemes of Work.
- Teachers will be supported by Curriculum Leads, Heads of House and, where necessary, the More Able, Gifted and Talented co-ordinator when seeking to introduce new and challenging extension and enrichment activities.