



Mildenhall College
A C A D E M Y

Able, Gifted and Talented Policy

Adoption Date: December 2013

Last Reviewed: June 2017

Next Review: June 2020

This policy is reviewed every three years. It can be reviewed sooner if amendments to legislation or educational practice necessitate a change.

Links to other policies:

- Curriculum Policy
- Teaching and Learning Policy
- Equalities Policy

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1 Introduction

We believe in providing the best possible provision for students of all abilities. We plan our teaching and learning so that each student can aspire to the highest level of personal achievement. The purpose of this policy is to help to ensure that we recognise and support the needs of those students in our academy who have been identified as 'gifted' and/or 'talented' according to national guidelines.

In the national guidelines, the terms are distinguished as follows:

- 'gifted' refers to a student who has a broad range of achievement at a level well above average, typically in the more academic subjects;
- 'talented' refers to a student who excels in one or more specific fields, typically those that call for performance skills, such as sport or music, but who does not necessarily perform at a high level across all areas of learning.

Approximately 10 per cent of the students in our academy will be considered as gifted and/or talented. Provision will be made for these students within the normal class teaching, but sometimes we will provide enrichment or extension activities to promote their skills and talents still further.

While we recognise and cater for these particular categories of students in our academy, at the same time, we respect the right of all students, irrespective of differences in ability, to access various areas of learning, both for their self-fulfilment, and for their eventual development into active and responsible adults. In our Academy Aims, we declare accordingly that we value the individuality of all our students.

2 Aims and Objectives

Our aims are to:

- ensure that we recognise and support the needs of all our students
- enable students to develop to their full potential
- offer students opportunities to generate their own learning
- ensure that we challenge and extend the students through the work that we set them
- encourage students to think and work independently

3 Identification of Gifted and Talented Students

There is no single method of identifying a gifted and talented student. The identification of such students at our academy will always be made through a process of consultation and discussion with parents, staff, the gifted and talented coordinator and the student themselves.

- We use a range of strategies to identify gifted and talented students. The identification process is on-going, and begins when the student joins our academy. Each student's pre-academy record gives details of achievements and interests in particular areas. Discussions with parents and carers enable us to add further details to these records
- Students undergo baseline assessment within the first half-term of joining the academy
- As the students progress through the academy, we assess them regularly to ensure that they are making the sort of progress that we are expecting of them in their personal targets
- We compare the information from regular assessments with a range of national and local data, in order to ensure that each student is making appropriate progress
- Each teacher regularly reviews the student's progress and records this electronically on GO4Schools which can be viewed by parents and students as well. Teachers discuss the student's progress with parents and carers at consultation evenings and in Learning Conversations. Parents receive half termly progress reports and a formal annual report.

4 Aptitudes in English and Mathematics

Gifted students in English are identified when they:

- demonstrate relatively high levels of fluency and originality in their conversation
- use research skills more effectively to synthesise information
- enjoy reading, and respond to a range of texts at a more advanced level
- use a wider vocabulary, and enjoy working with words
- see issues from a broader range of perspectives
- use more advanced skills when engaged in discussion

Gifted students in mathematics are identified when they:

- explore a broader range of strategies for solving a problem
- are more curious when working with numbers and investigating problems
- see solutions more quickly, without needing to try all the options
- look beyond the question in order to hypothesise and explain
- work more flexibly, and establish their own strategies
- enjoy manipulating numbers

5 Teaching and Learning

- Our teachers plan carefully to meet the learning needs of all our students. We give all students the opportunity to show what they know, understand and can do, and we achieve this in a variety of ways when planning for student's learning, such as by providing:
 - a common activity that allows the students to respond at their own levels
 - an enrichment activity that broadens a student's learning in a particular skill or knowledge area
 - an individual activity within a common theme that reflects a greater depth of understanding and higher level of attainment
 - the opportunity for students to progress through their work at their own rate of learning
 - Enrichment activities which challenge the students

- Students are familiarised with a variety of organisational strategies as they move through the academy. These strategies can be used by all students, but give due scope to higher achievers.
- Teachers regularly review the progress of students, and students move between the groups as appropriate. This enables teachers to plan work that reflects the ability band of each group.
- We offer a range of extra-curricular activities for our students. These activities offer higher achievers the opportunity to further extend their learning in a range of activities.
- Learning is also enriched through regular homework activities linked to the work being undertaken in classes. This offers teachers a further opportunity to set work at the level of individual students.
- The students will also have the opportunity to experience a range of educational visits that further enrich and develop learning.

6 Management Strategies

The A,G &T Lead coordinates the provision and practice within the academy for gifted and talented students. The A,G & T Lead's role includes:

- running a register of gifted and talented students, and keeping it up to date
- monitoring teachers' planning to ensure that suitable tasks and activities are being undertaken across all curriculum areas by the higher achievers
- regularly reviewing the teaching arrangements for these particular students
- monitoring their progress through termly discussions with teachers
- supporting staff in the identification of these students
- providing advice and support to staff on teaching and learning strategies;
- liaising with parents and carers, governors and LA officers on related issues.

7 Monitoring and Review

The governor with responsibility for A,G & T monitors the academy provision for gifted and talented students. The governor will work with the academy's gifted and talented coordinator in support of the academy's efforts to help these students to reach their full potential.

The coordinator for our provision for gifted and talented students provides feedback to the governing body on an annual basis. The monitoring includes feedback from parents/carers and students, as well as regular classroom observations of teaching and learning, and termly evaluations of students' written work.

As with identification, any amendments made will be the result of discussion between the gifted and talented coordinator, academy staff and the student.

Stretching gifted and talented students is the responsibility of every teacher and all teachers have a duty to ensure that this group are planned effectively for. However as an academy we are also required to support our parents of gifted and talented children with ideas to help their children at home.

Each subject will have displays showing outstanding work, including work from able, gifted and talented students so that all students know what excellence looks like.