



HINCHINGBROOKE SCHOOL

Policy Statement
on

ABLE, GIFTED & TALENTED

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| Drawn up by: | LCC |
| Date: | June 2006 |
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Hinchingbrooke School Able, Gifted and Talented Policy

Terminology

- Able:** demonstrating very high ability, potential or attainment in one or more subject areas
- Gifted:** demonstrating exceptionally high ability, potential or attainment in core subjects, or outstanding ability in a single subject
- Talented:** demonstrating very high ability, potential or attainment in sporting or creative subjects

Aim

To raise achievement and aspiration among all students by:

- challenging and supporting the most able, gifted and talented to push the boundaries of what is possible
- recognising and celebrating high achievement
- developing appropriate teaching and learning styles

Objectives

1. To ensure differentiation in all teaching and learning programmes
2. To identify, and keep under review, a register of able, gifted and talented students
3. To provide an enrichment programme which is challenging
4. To review the curriculum to provide accelerated progression pathways for able, gifted and talented students
5. To develop and sustain a high achieving learning ethos throughout the school

Management and Resourcing

The Manager for able, gifted and talented students will lead the strategy. This will include:

- Researching relevant learning and curriculum issues
- Participation in national and local networks
- Leading school level professional development work
- Representing the A,G&T perspective in curriculum design reviews
- The operation management of A,G&T activities of all kinds

The school will seek to develop a funding base for A,G&T programmes. Funding will be explicitly identified in the A,G&T element of the SDP

The Strategy Framework

Identification

Multiple factors will be used to create the register including:

- End of Key Stage test results
- MidYis scores
- Information from parents
- Teacher recommendations
- Achievement in specialist qualifications (sport, music, etc)
- Achievement in enrichment activities

The register will be reviewed twice yearly. Students may be added or removed. A student will be removed if:

- a. if talented, s/he no longer pursues the talent for which s/he is registered
- b. if identified previously as most able, s/he no longer shows evidence of attainment or potential

Underachievement

Students identified as able but underachieving will be targeted using a series of measures:

- Teachers will be notified to monitor the effort and attainment of the student
- Parents will be informed and consulted
- Identified students will be suspended from participation in enrichment activities
- A mentoring programme will be arranged where appropriate

Differentiation

- All lessons should evidence pace and challenge
- Teaching and planning should evidence at least three levels of challenge in all lessons
- The able, gifted and talented students should have more open ended tasks, especially in relation to homework
- Subject leaders should take account of research evidence about learning to inform Schemes of Work and the planning of professional development work
- Teaching in Year 7 should build upon the learning achievements of Year 6

Enrichment

- A programme of enrichment activities will be structured to open initial participation to students not included in the register
- Participation in successive events will be determined by success at each stage
- An A,G&T budget will resource enrichment activities
- Links will be made with FE & HE institutions including the school's partnership with Peterhouse College
- Links will also be made with sports and arts bodies

Curriculum Design

- The Key Stage 3 strategy, in the first instance, will be primarily one of differentiation within the standard curriculum
- Opportunities for accelerated work will be introduced in Year 9
- Enrichment opportunities will be offered in KS3 (eg Classics; CULP)
- The potential for accelerating progress through the curriculum will be explored in the context of the new flexibility at Key Stage 4
- Further consideration will be given to the Post 16 curriculum including the possibility of access to extension tests

Learning Ethos

- High achievement will be celebrated regularly and significantly
- Links will be made to all achievement
- The base for recognising A,G&T achievement will be a broad and inclusive one
- Links with local government and the business community will have an A,G&T dimension
- Specific tutoring/mentoring arrangements will be made for students on the register

Review

The policy and its implementation will be reviewed annually within the SDP process.