



## **POLICY STATEMENT ABLE, GIFTED AND TALENTED STUDENTS**

### **AIMS**

At Wymondham High Academy we recognise that students should be educated in a way that enables them to learn, enjoy and achieve at the highest levels, in accordance with their abilities and interests.

### **POLICY**

Wymondham High Academy places students at the heart of the learning process to provide a safe and secure learning environment. It will provide challenging learning opportunities enabling all students to realise their full potential.

### **OBJECTIVES**

- To develop the talents and abilities of students, encouraging them to be independent, evaluative and self-motivated in their learning.
- To identify and monitor effectively the progress of Able, Gifted and Talented students.
- To provide a broad spectrum of extension and enrichment opportunities offering sufficient challenge and stimulation to ensure students achieve at the highest levels.
- To ensure students and parents are fully involved in the learning process.
- To celebrate the achievements of all students.

### **DEFINITION**

- 'Gifted' students are defined by Excellence in Cities (EiC) as having evident high attainment or latent high ability in academic subjects (other than in Art, performing Arts or Sport).
- 'Talented' students are those with evident high attainment or latent high ability in at least one creative or expressive art or sport.<sup>1</sup>
- Able students may be both gifted and talented across a broad spectrum of disciplines.

Some students may have 'dual exceptionality' – they may be gifted or talented but also subject to potential learning barriers such as a physical impairment or Asperger's Syndrome.

### **IDENTIFICATION**

We recognise that some Able, Gifted & Talented students may be of high ability but underachieving and as such may not be conventionally identified as able. We also recognise that ability is not static; different students may emerge as able at different stages and in different contexts and activities. It is therefore not the intention of this school to identify a designated proportion of the school population as Able, Gifted and Talented, but will instead identify all such students using a variety of mechanisms including:

- Information from feeder schools and previous schools;
- Evaluation of cognitive ability data (e.g. CATs tests in Year 7);
- Teacher evaluation of the ability, gifts and talents of students against agreed subject-specific identification criteria. This will include work scrutiny, lesson observation, discussion etc.;
- Holistic evaluation of students in a range of situations including extra-curricular;
- Discussions with students and parents;
- Ongoing monitoring and evaluation of attainment data for all students.

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<sup>1</sup> KS3 National Strategy Key messages for teaching able, gifted and talented pupils.

Students identified as Able, Gifted and/or Talented will be placed on the Academy's Able, Gifted and Talented register. Provision of and progress for these students will be monitored and managed by the Able, Gifted and Talented Coordinator, under the leadership of the Intervention and Inclusion Coordinator (IIC).

### **CRITERIA FOR EVALUATING SUCCESS OF THE POLICY**

The policy will be judged successful if:

Able, Gifted and Talented students:

- Proactively pursue their studies and participate in extra-curricular learning opportunities on a regular basis;
- Achieve the highest levels possible in their academic studies and/or particular area of talent.

Able, Gifted and Talented students and their parents:

- Feel that the school affords them the opportunities to fully pursue their talents, abilities and interests, and that their achievements are celebrated;
- Feel actively involved and consulted in the learning process.

The Academy:

- Accurately and effectively identifies and monitors the progress of Able, Gifted and Talented students, involving students and parents as much as possible in the process.
- Aims to provide a vibrant programme of extension and enrichment opportunities, which student and parent feedback shows to be successful in offering challenge, stimulation and enjoyable learning.

### **COMPLAINTS**

Should a parent or carer wish to complain about the provision for their Able, Gifted and Talented young person at the Academy they are encouraged to contact their child's Head of House or the Intervention and Inclusion Coordinator (IIC) in the first instance and then the Principal, if not satisfied, and finally to the Chair of Governors. (Following the Academy's Complaints Procedure) All such complaints will be thoroughly investigated.

### **MONITOR**

This policy will be monitored by the Assistant Principal, Staff and Student Learning, and the Able, Gifted & Talented Coordinator on an annual basis.

### **REVIEW**

Provision for Able, Gifted and Talented students is reviewed annually through department self-evaluations and the policy as a whole will be monitored by the IIC and the Assistant Principal, Staff and Student Learning, and reported back to governors on an annual basis. This policy will be reviewed by the Governors' Curriculum Committee every three years.

**Confirmed by: The Governing Body of Wymondham High Academy**

Signature of Chair ..... Dated.....

**Curriculum Committee**

Further information on:

- **Resources and Facilities**
- **Identification, Assessment And Referrals**
- **Admissions**
- **The Able And Talented Register**
- **Students Not Previously Identified As Able And Talented**
- **Provision**
- **Monitoring And Record Keeping**
- **Policy And Partnership**

is detailed in the Able, Gifted and Talented Policy Appendix and is also held on file in the AEN Department.

## RESOURCES

The Additional Educational Needs (AEN) team exists to meet and support the additional welfare and educational needs of students with special and additional educational needs including those who are Able, Gifted and Talented. The team is coordinated by Mrs Sarah Nugent – SENCO/Intervention and Inclusion Coordinator (IIC), but the day-to-day management of Able and Talented provision is done by Ms Janet MacPherson, the Able, Gifted and Talented Coordinator.

## FACILITIES

- In addition to the usual teaching spaces A, G & T students can use The Hub and The Gateway – teaching rooms equipped with computers, specialist software, desk space and other learning resources (with prior arrangement) to enable them to work on special projects.
- There is a specific area of the Academy's VLE devoted to A, G & T students, and they also have their own notice board and weekly drop-in sessions in N9.
- Peer coaching groups for discussion and planning of personalised learning objectives and goals.

## ADMISSION

Wyndham High Academy welcomes students of all abilities, including those who have been identified as Able, Gifted and Talented. Parents considering selecting Wyndham as their high school are encouraged to visit the Academy, meet the AEN team and discuss available support prior to application, as this can help to ease concerns, make decision-making easier and provide a smooth transition from the previous school.

## IDENTIFICATION, ASSESSMENT AND REFERRALS

The majority of Able, Gifted and Talented students will be identified in our feeder schools so the AEN team will liaise closely with them to ensure all pertinent information is gathered transferred, recorded and communicated prior to transition.

All students undergo baseline testing NFER CATs and reading age tests in the July of Year 6 prior to joining Wyndham High. These tests show cognitive ability rather than knowledge, and may identify some additional A, G & T students (especially those who may not show their abilities in conventional forms).

The information gathered above will then be centrally stored on the Academy's management information system and used to create the preliminary A, G & T register of Year 7 students ready for distribution to staff in September. It will also facilitate the process of setting students by ability.

When students join us as a result of in-term transfer the Inclusion and Intervention Coordinator (IIC) and/or A, G&T Coordinator will liaise closely with the previous school and Head of House to ensure all relevant information is transferred and the student added to the A, Gd & T register if necessary. They will also meet with student and parents to discuss any particular needs, interests, support and guidance which need to be addressed.

## STUDENTS NOT PREVIOUSLY IDENTIFIED AS A, G & T

Ability is not static, so some students may emerge as A, G & T as they go through the Academy. Such students may be identified by teachers based on agreed departmental criteria, which can be inspected separately. In this case teachers should inform the A, G & T Coordinator with evidence for their identification. The student will then be added to the register and letters will go home advising of this decision, and providing an opportunity for discussion if required.

Students, parents and staff, are encouraged to discuss whether they should be registered as Able, Gifted & Talented by contacting the IIC or the relevant Head of House as soon as possible. They will then contact the A, G & T Coordinator.

## **THE AEN REGISTER**

Where a student has been identified as able and talented, he or she will be placed on the Academy's AEN Alert, which incorporates the Able and Talented register. Students are listed by year group and by subject. All staff have access to this information and can request additions to this list.

Students will initially retain A&T status in the subjects identified at their previous school and will be placed on the register on this basis. However this will be reviewed after a settling period.

As ability is not static, some students may be suggested for removal from the register (e.g. as a result of attainment data or other indicators). In this case the A, G & T Coordinator will seek information from all relevant parties before making any decisions.

No changes (adding or removal) will be made without discussion between the IIC, A, G & T Coordinator, students and parents.

## **PROVISION**

The Academy's priority is to ensure that students are able to access an academically rigorous, broad and balanced curriculum in an inclusive environment within the main body of the Academy. We therefore aim to challenge and stimulate students as much as possible within the classroom. Whatever the level of ability in class *"It is the responsibility of the teacher to ensure that the work is at the right level for the students involved."*<sup>2</sup>

However, the Academy recognises the need to personalise the curriculum as much as possible for Able, Gifted and Talent students by:

- 1) Setting by ability in academic subjects, based on both prior attainment and on cognitive ability as shown in the CATs test results. This enables the A, G & T students to be taught with students of similar ability in most subject areas;
- 2) In mixed ability classrooms (e.g. in Art, Drama and Technology) A, G & T students will have access to differentiated materials;
- 3) Providing extension and enrichment opportunities in all key stages both in the Academy and out of hours (e.g. additional workshops, extra-curricular visits, master classes etc);
- 4) Providing additional qualification opportunities and opportunities for accelerated learning when practicable;
- 5) Providing opportunities for A, G & T students to initiate discussion, think creatively and coach each other on their learning processes.

We recognise that some A, G & T students may place themselves under a lot of pressure, impacting on their wellbeing. We recognise that such students (and families) may therefore require emotional support from time to time and can provide this through our School Counsellor, Student and Family Support Officer and/or School Nurse. Students can self-refer to these services, but parents and students can also request such support by contacting the relevant Head of House, the A, G & T Coordinator or the IIC who will make referrals on their behalf.

## **EFFECTIVE USE OF ABLE AND TALENTED REPRESENTATIVES IN DEPARTMENTS**

Each department has an A, G & T representative who will meet on a regular basis with the A, G & T Coordinator.

The A, G & T representative will ensure that each department has suitably differentiated resources and schemes of work to meet the needs of all learners, and that each department offers a range of educational opportunities within and outside of the classroom to develop the abilities and talents of A, G & T students. The A, G & T representative will liaise closely with the A, G & T Coordinator about the forward direction of A, G & T provision within each department and ensure A, G & T matters are discussed at departmental meetings.

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<sup>2</sup> Ofsted (January 2011) Special Educational Needs and/or disabilities in mainstream schools

### **MONITORING AND RECORD KEEPING**

The attainment, progress and attitude to learning of all A, G & T students is recorded and monitored carefully against benchmark and target data.

Baseline and end-point testing and/or student evaluation is used to monitor the impact of learning opportunities, and to discuss the level of progress with students, parents and providers.

In addition the A, G & T Coordinator and IIC will undertake and document observations of and discussions with A, G & T students as a mechanism to inform staff, students and parents about progress, issues and attainment.

### **POLICY AND PARTNERSHIP**

The Academy seeks to ensure that its staff are trained to support the needs of all. This is done through the Performance Management Cycle, which encourages staff to identify their development needs on an annual basis. Organised group training is also delivered by the IIC and we aim to provide additional training through our cross curricular teaching and learning communities.

The Academy has a multi-agency approach to supporting A, G & T students, having well developed working relationships with a range of schools within the local cluster, as well as external agencies such as the University of East Anglia and Castle Museum.

The Academy also aims to involve and engage parents, carers and families in the education of their children, encouraging regular contact and welcoming open dialogue about ways in which we can support them.