



Gifted, More Able and Talented Policy

**Member of SLT Responsible for Policy:
M. Lovatt**

**September 2017
Review Date: September 2019**

Aims

- To inspire and challenge all students to raise attainment and achieve more A* and A at GCSE
- To encourage and stimulate all learners to access further education
- To interest and engage all learners in their curriculum
- To provide consistency of above expected progress overtime, in all departments across the school

Identifying Gifted, More Able and Talented students (G,MA&T)

Gifted pupil:

Gifted (G) refers to students who achieve, or have the ability to achieve, significantly above average (compared with the attainment of other students in their year group) Gifted students will be identified using FF20 data and GCSE Estimated Point Score. The top 5% of students across both sites will be identified as Gifted.

Students who are Gifted in academic subjects such as Maths, English, Science and Humanities. They should be challenged in all academic aspects of creative or physical activity, it doesn't necessary mean they will be Talented in these subjects.

More Able pupils:

More Able (MA) refers to students who achieve, or have the ability to achieve, above average expectation compared with the attainment of other students in their year group. More able students will be identified using FF20 data and Estimated Point Score. Of the top 10% of the highest achieving students across both sites, from 6% - 10%, will be identified as More able. Teacher nomination will be considered in the identification of the more able.

Talented pupils:

Talented (T) refers to those students who achieve, or have the ability to achieve, significantly above average in Art, Performing Arts, Physical Education (areas requiring spatial skills or practical abilities), MFL, Life skills, Technology or ICT compared with the attainment of other students in their year group. Teacher nomination is used to identify Talented students in their curriculum areas.

Parental Nomination

The parental part of the identification process is achieved by a letter issued in the Autumn term which defines the terms G,MA&T to parents and asks them to highlight any Hobbies or Interests that may assist in the identification process. The co-ordinator for G,MA&T adds this information to the register to inform staff.

How do we meet the needs of Gifted, More Able and Talented Students?

- There is an overall ethos within the school of high expectations of the work that students can achieve.
- Interventions by teachers and the G,MA&T co-ordinator are recorded in tracking documents
- The Planning for Mastery Schemes of Learning identify ways in which G,MA&T students are stretched and challenged in each subject area.
- Pedagogic methods have pace and variety. They allow for students' different learning styles. They allow room for speculation, creativity and independent learning.
- Marking and Assessment allows teachers to set targets and challenge all students to make above expected progress in their subject
- Gifted, More able and Talented students will be identified in teacher's planners/ seating plans and tasks will be evident to show differentiation for all learners.
- Liaise with the Connexions advisor, Sixth form co-ordinator and HE providers on potential future careers and taster sessions for G,MA&T students.
- Update school governors on G,MA&T provision.
- The G,MA&T co-ordinator will annually report to Governors on the provision for and achievement of G,MA&T students

What enrichment activities will Gifted, More able and Talented students participate in?

Students will participate in a variety of enrichment activities to extend their learning and support high aspirations. All departments will provide opportunities to extend their learning through activities linked to their departments or development plan. Some examples of this are Maths Challenge Day, Physics residential, Music Challenge Day, English debating Day and Chester University Day, St Teresa's College, Drama and Dance challenge days. This is changeable each year depending on the cohort of Gifted, Talented and More able students.

How are Gifted, More able and Talented students monitored?

- Heads of department will use termly data to analyse the progress made by G,MA&T students in their subject.
- Head of Departments will review and track the progress of G,MA&T students in their departments. Head of Departments will be expected to provide actions where required to improve attainment of all learners.

- Gifted, More able and Talented coordinator uses SISRA to identify progress made and provides intervention for students not making above expected progress.
- Mentoring programmes will be implemented to support the progress of underperforming GMA&T students.

Expectations of Gifted, More able and Talented students

Students will

- make at least 4 levels of progress and will be encouraged and achieve at time 5 levels
- be taken to universities and colleges to encourage all students to study in further education
- will be involved in a range of enrichment activities
- will be encouraged to work on independent tasks at times to extend their learning overall
- be set challenges tasks in lessons again to extend their learning further
- be encouraged to take leadership roles around school
- be encouraged to represent the school and take part in a wide range extracurricular activities