



Stretford High School

Able, Gifted and Talented Policy

Ratified by the Board of Governors:	10 November 2016
Due for Review:	October 2019
Primary source:	The Key website

Mission:

It is our mission and message to ensure that EVERY young person is prepared for their next steps in education and life regardless of background. We believe that progress is down to hard work, great teaching, knowing every child, high expectations and self-belief. Stretford High School is committed to developing a culture where 'Gifted and Talented' pupils are identified, valued and given the opportunity to gain enrichment in the classroom setting and throughout their adult life. The school is also committed to providing a learning environment which encourages individual achievement, self motivation and fulfilment of potential.

Teachers at Stretford High School aim to provide a differentiated curriculum that promotes higher order cognitive processes and teaching strategies that accommodate both curriculum content and learning styles. In addition we offer the opportunity for individuals or groups of children to develop creative projects in response to problems that are of specific interest to them.

Definitions:

Able learners are defined as those who have abilities in one or more subjects in the statutory school curriculum, other than art and design, music and PE. They have the capacity for, or demonstrate, high levels of performance in an academic area. This also includes children who are leaders or role models and who display outstanding leadership and/or social skills.

Gifted children are defined as those with an inborn ability, who present a natural, outstanding skill or competence for exceptional performance.

A talented pupil is one who demonstrates high levels of achievement with a specific ability in a non-academic area, including art, vocational, music, sport or the performing arts.

It is worth remembering that gifted and talented pupils can be:

- Good all-rounders
- High achievers in one area
- Of a high ability but with low motivation
- Of good verbal ability but with low writing skills
- Very able but with a short attention span
- Very able but with poor social skills
- Keen to 'disguise' their skills

Identification at SHS:

Identification may take place at any stage during a learners' education but will often be at the start of the academic year based on performance or entry levels. Staff are encouraged to identify pupils and refer them to either their department link and/or the Gifted and Talented Coordinator. There will be a centrally maintained Gifted and Talented register available on SIMS and information on how to support those students is communicated to staff. It is the responsibility of each department G&T lead to ensure that they keep up to date with the G&T register.

Aims:

This policy is intended to support the following aims:

- High expectations of achievement for all pupils
- To provide opportunities for pupils to engage in higher order thinking skills
- The raising of aspiration for the future for all pupils
- The promotion of creativity across the whole curriculum
- To ensure equal opportunities for all pupils to reach their true and full potential
- Greater enrichment, self-reliance and independence for all pupils
- Drawing on the interests and providing relevance for all pupils
- Encouraging pupils to be problem solvers

Provision for the Gifted and Talented:

At Stretford High School, the main focus is to improve provision for G&T pupils in day-to-day teaching and learning. There are three basic ways of meeting the needs of gifted and talented pupils, Quality First Teaching, enrichment and extension activities.

At Stretford High School we focus on enrichment and extension as the two main strategies for meeting the needs of gifted and talented pupils but we would also use acceleration in exceptional cases.

Enrichment consists of broadening a pupil's education. This can consist of enabling a pupil to study aspects of topic that there would not normally be time to study, or it can consist of adding extra subjects to the curriculum. This includes trips ran in departments and University Gateways Program. **Extension** occurs when pupils are encouraged to develop more sophisticated thinking and reasoning skills. Opportunities for extension and enrichment are built into all our schemes of work across all curriculum areas.

This will be based on the following principles;

- There will be an actively maintained Gifted and Talented register, based on systematic, but flexible identification procedures; this will serve as a valuable source of information for all staff.
- Enrichment sessions or master classes will be arranged (where appropriate) in departments.
- Active liaison with post 16 providers will also be maintained, both to facilitate early planning for the post 16 curriculum and to promote awareness of higher education opportunities.
- There will be an emphasis on extension rather than extra tasks within lessons.
- Regular communication with parents will be maintained.
- There will be active promotion of additional home learning and online provision.
- G&T pupils can be access department run enrichment clubs such as Engineering, sports groups, band, shows etc.

The policy and its implementation will be kept under review at all levels within the school by the G&T Coordinator. It will be delivered via the Aspire Programme, see Appendix 1 (Aspire Charter).

Responsibilities:

The Gifted and Talented Co-ordinator will lead a team of teachers representing each department. It is the responsibility of these members of staff to ensure that a wide and varied programme is on offer to the pupils identified as Gifted and Talented. Furthermore, each department is responsible for ensuring that department plans take account of the varied needs of the Gifted and Talented learners.

It is the Leadership Group's responsibility for the fair and consistent application of this policy.

Process for Review and Development

The Gifted and Talented Co-ordinator, with the support and active participation of the Senior Leadership Link and whole staff, are responsible for:

- updating and reviewing the information record of children on the gifted and talented register and monitoring their progress
- ensuring liaising with parents where necessary
- reviewing the policy annually
- monitoring provision of G&T in the classroom and through enrichment
- facilitating Toolbox and Think Tanks for all staff when appropriate
- keeping up to date with information and training with regards to G&T and feeding back to the staff when appropriate.
- developing links with agencies or organisations with regards to support for the G&T
- consulting with the SLT link, staff and governors (where appropriate)
- update school website with enrichment opportunities
- gather information and feedback from staff, students and parents/ carers.



APPENDIX 1

ASPIRE CHARTER

An 'Aspire' Teacher Will Work to...

- Provide typically good or better lessons with engaging tasks which accelerate progress and stretch and challenge the more able students
- Model the School values of politeness, hard work and honesty at all times and engage in intelligent conversation with students
- Maintain a classroom culture which has supremely high expectations of students in terms of learning expectation and behaviour for learning
- Plan lessons which rapidly develop students' speaking and presentational skills
- Treat students as specialists in the subjects, by naming them as experts eg. mathematicians, artist, designers, linguists and scientists
- Provide incisive marking in line and above school policy and provide first class feedback about what students can do to improve their knowledge, understanding and skills
- Embed opportunities for students to question, work independently and use creativity
- Set highly challenging homework that consolidates learning, deepens understanding and prepares students for work to come
- Reward students who Aspire in the school (Achieve Academically, enjoy Success, be Professional in attitude, grow in Integrity & Respect and recognise that hard work and Endeavour) with badges of recognition for outstanding progress
- Develop a culture of reading for pleasure and progress so that students read outside of the lessons.

An Aspire Student Will...

- Always demonstrate the school values of politeness, hard work and honesty
- ASPIRE- Achieve Academically, enjoy Success, be Professional in attitude, grow in Integrity & Respect and recognise that hard work and Endeavour
- Respect the priorities and expectations in the classroom
- Work hard to exceed their targets
- Complete all work set to the highest possible standard
- Keep trying even when the work is difficult- don't give up
- Display formidable behaviour for learning
- Ask intelligent questions and understand that deep learning happens when we try different approaches and methods
- Effectively use the marking and feedback provided to improve their work and to ask questions to develop their knowledge, understanding and skills.

Parents of Aspire Students Will...

- Understand that the School has very high expectations of their child due to high prior attainment
- Be aware of their child's current and predicted levels of progress and achievement and support them in achieving the best possible outcome
- Support their child in devoting quality time and effort to completing challenging homework
- Support the values of the School in fostering politeness, READY RESPECT SAFE, hard work and honesty, so their child becomes a confident learner who demonstrates resilience, independence and excellence at all times
- Attend all relevant information and parents' evenings.

The Department/School Will Work to...

- Provide high quality, academic enrichment opportunities for students to pursue learning outside of the curriculum
- Ensure schemes of learning have appropriate stretch and challenge and build up on previous learning in order to maximise progress including DIRT and SIRT times
- Set students highly challenging targets (at 4 levels of progress)
- Raise aspiration through students experiencing post-16 progress routes
- Ensure quality assurance processes are routinely carried out to check that quality of provision leads to the best possible student outcomes.

