

Brine Leas School
An Academy

ABLE AND TALENTED POLICY

STATEMENT OF INTENT

Brine Leas School is committed to maximising the potential of all our students; all have the right to make good progress. We recognise our able and talented pupils have particular needs if they are to achieve success, educationally, socially and emotionally.

Our policy of maximising the potential of our able and talented pupils is understood and supported at all levels in the school, including with governors and all staff, as well as pupils and parents/carers.

1. AIMS AND OBJECTIVE

Through this policy we ensure that:

- We recognise the different needs of our able and talented pupils, including those who are not making sufficient progress, are underachieving, have special educational needs (which may be hidden or masked by their ability) or are from ethnic minorities.
- As with all children, every able and talented pupil receives an appropriate education to meet their needs.
- We provide appropriate opportunities to stretch and challenge the skills and talents of our able and talented pupils.
- As with all children, we recognise the social and emotional needs of our able and talented pupils and support them as part of our policy.
- We have a school environment which positively supports our able and talented pupils, actively encouraging questioning and challenge, as well as creativity and higher order thinking skills.

2. DEFINITION

We recognise that there are many definitions of able and talented. At Brine Leas School we use two broad category headings to ensure the correct provision is offered. These are: More Able and Talented. These are defined by:

- Pupils who are performing academically within the top 10% of the year group across curriculum areas
- Pupils who are particularly talented, working above age related expectations, in a specific area/subject

3. IDENTIFICATION

Our overarching identification policy is to identify the pupils who fall into our stated definition of able and talented pupils.

We identify gifted and talented pupils through:

- School tests (state achievement tests i.e. KS2 data; Scaled Scores; CATS scores; ability tests; Reading age; end of year exams).
- Attainment 8 Scores
- Nomination by class teachers as a result of performance in the classroom.
- Information provided from home: parental nominations for the most able; about any out of school activity (i.e. county tennis champion); work done at home (i.e. providing portfolio evidence).
- Information from the previous school or teacher

We recognise that some pupils will not be obvious candidates for our able and talented programme, but when they are challenged and enthused in an appropriate way, their ability or talents are more likely to become apparent.

We recognise that pupils may not be able and talented in every subject and our policy makes allowances for this to ensure that pupils are supported in their areas of need and stretched and challenged in their area of talent and potential.

4. PROVIDING FEEDBACK TO PARENTS/CARERS

It is important that parents/carers are kept informed of their child's status as able and talented. This is done through letters, emails, newsletters home to outline:

- How the school identifies our able and talented pupils.
- What we are doing to support them.
- Enrichment opportunities
- Encourage involvement in the Gold Award

We believe that involving parents/carers and having a positive working relationship between school and home is extremely important if a pupil is to maximise their potential.

5. PROVISION

Whilst the needs of every individual able and talented pupil will be different, there are particular school provisions that are especially beneficial to our able and talented cohort. These include:

- Enrichment and extension work within every lesson.
- Extension exercises on homework which helps with creativity and higher order thinking skills and, importantly, is not simply 'more of the same'.
- Opportunities for collaboration between our able and talented pupils within class (seating plans) , across classes in the same year and across year groups (Enrichment, Gold Award).
- Opportunities for educational trips and visits to develop talent.
- Opportunities to develop higher order thinking skills, including critical and creative thinking.

- Opportunities to question concepts to extend understanding, including following teacher feedback.
- Opportunities for pupils to develop self-regulation skills.

6. **SPECIFIC POLICIES**

Flexi-schooling - This will be evaluated by the head teacher in consultation with the staff on a case-by-case basis in positive consultation with parents/carers. Issues we take into account include:

- The abilities and potential of the pupil.
- The social and emotional maturity of the pupil.
- The ability of the pupil to cope with a flexi-timetable without feeling isolated or without their grades suffering.

We believe it is important to coordinate our Able and Talented Policy, and we do this by assigning the following responsibilities:

Link Governor:

- Annually report to the governing body on the progress of this policy.
- Annually meets with the AHT I/C to evaluate the policy and provision.

Assistant Head Teacher I/C Able and Talented:

- Leads the able and talented strategy.
- Keeps a register of all able and talented pupils and their provision.
- Liaise with parents/carers.
- Reviews cohort lists annually along with A&T reps
- Tracks the data of A&T students along with A&T reps
- Builds, leads and motivates a team of A&T representatives across the staff
- Involves the SENCO

Subject-specific teachers:

- Keep up-to-date with development within the subject.
- Keep a subject-specific register of the able and talented pupils.
- Implement subject-specific initiatives to maximise the potential of all pupils, including those identified as able and talented.

Prepared/Updated by: C Lewis	Date: October 2016
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