



THE PIGGOTT SCHOOL

'...to be a school which inspires and encourages the highest achievement'

POLICY WITH REGARD TO THE PROVISION FOR THE MOST ABLE AND TALENTED STUDENTS

Date last reviewed: Summer Term 2013

Responsibility: Assistant Head Teacher, the G&TCo and Governors' C and SW Committee

Review Period: Annual

THIS POLICY WILL HELP THE SCHOOL TO FULFIL ITS AIMS BY:

1. Enabling all students to acquire knowledge and to develop skills and concepts to the best of their ability
2. Realising the needs of the most able, thus also extending curriculum provision for all
3. Developing lively, inquiring minds, ensuring that all students are capable of independent thought
4. Helping all students prepare for adult life
5. Fostering a spirit of co-operation which appreciates individual differences
6. Fostering the development of well-rounded and balanced individuals – both intellectually and socially.

THE OBJECTIVES OF THIS POLICY WILL BE TO:

1. Promote appropriate educational provision for the most able and talented students
2. Support a partnership with parents/carers, valuing their views and contributions and keeping them fully involved in their child's education.
3. Offer a whole school approach towards the provision of an effective education for the most able and talented students, which is endorsed enthusiastically by all staff who are trained appropriately.
4. Promote equal opportunities for all students to engage in a broad and balanced curriculum.
5. Involve the child in the decision making about his/her educational provision.
6. Ensure that the success of all Piggott students is celebrated, whilst also recognising and acting upon evidence of underachievement.
7. Stimulate the most able students through extra-curricular provision and enrichment.
8. Create an atmosphere in which students are comfortable with being identified as more able

TO FULFIL THIS POLICY THE LEADERSHIP GROUP AND GOVERNORS OF THE SCHOOL WILL:

1. Make every effort to meet students' individual needs and seek to ensure that the most able and talented students are identified early through discussions with primary settings, external agencies, parents, specific tests and school staff.
2. Provide stimulating learning experiences for all students that encourage independence and autonomy, and support students in using their initiative
3. Provide teaching which ensures learning is challenging and enjoyable and where higher order thinking and questioning skills are required
4. Ensure that procedures are followed to review and adapt provision for the most able and talented students appropriately.
5. Audit provision through NACE standards, compile a Gifted & Talented Register and enter this on the School Census

ASSOCIATED POLICIES: SEN PROCEDURES; CURRICULUM COMPLAINTS PROCEDURES; EQUAL OPPORTUNITIES POLICY

PROCEDURES FOR SUPPORTING THE MOST ABLE AND TALENTED STUDENTS:

DEFINITION

Gifted students are those with marked academic ability or potential.

Talented students have high ability or potential in sport or the visual or performing arts.

Students are defined as gifted and talented in areas of:

- CAT scores exceeding 129
- general intellectual ability
- specific aptitude in one or more subjects
- leadership
- creative and performing arts

The School uses findings from current research, and national support to help define abilities of more able students

Exceptionally able students perform well above their chronological age.

RECOGNITION

The school will use a range of agreed criteria and sources of evidence including:

- Information from primary setting provided at transfer
- Key Stage data
- Reading tests
- CATs tests
- In-school monitoring
- Departmental subject specific criteria
- Staff recommendation
- Information from parents, carers and other professionals

No one single method will be entirely accurate.

The register of gifted and talented students will be updated regularly, in recognition of the fact that students develop at different rates. It will be made available to and reviewed by staff. The school will identify students who are underachieving in all or some curriculum areas, in order to meet their individual needs.

ORGANISATION

The School will seek to provide an enriched curriculum for all students.

It should be possible to address the needs of the most able students within the appropriate Key Stage. However, there will be times when it will be appropriate for students to work with students of different age groups, through curricular activities and through visits to other schools.

Mentoring will be implemented according to need.

CLASSWORK

Enrichment/extension work will be provided by all teachers in all classes as part of normal differentiated provision. This is shown on planning documents. Working with others of like ability is important. This will be made possible by group work, or by the use of setting. Differentiation will provide activities requiring higher order thinking skills. Gifted students need to be challenged. The role of the teacher is vital in challenging the thinking of the gifted individual.

EXTRA CURRICULAR ACTIVITIES

These are highly valued for the gifted and talented student and may include:

1. Club activities
2. Activity days and Master classes
3. Day and residential visits
4. The use of specialists e.g. teachers from other schools, visiting artists and authors etc
5. A broad, creative curriculum, giving students a chance to thrive

CO-ORDINATING AND MONITORING

The following people will support this through regular reviews:

1. Gifted and Talented Co-ordinator
2. Pastoral Leaders
3. Subject Leaders
4. Members of the G & T working group
5. Governor with responsibility for Gifted & Talented Students

WORKING WITH OTHER ORGANISATIONS

The School will liaise with the primary setting to provide information on Gifted & Talented students.

THE ROLE OF THE PARENTS.

Parents and teachers will work together for the needs of the gifted and talented students. Parents will be informed if their child is on the register and kept up to date with progress through the schools current report and monitoring procedures.

THE NATIONAL ASSOCIATION FOR GIFTED CHILDREN

NAGC has developed ten principles of good practice for schools. They are:

1. Flexibility in meeting needs
2. Valuing diversity, dealing with underachievement
3. A partnership with students and parents
4. The leadership of the Headteacher and Senior Team
5. Regular observation and review with early and prompt intervention
6. High teacher expectations
7. Positive attitudes by teachers who are prepared to “Go the extra mile”
8. Close primary/secondary liaison
9. Good use of external resources
10. The absence of labels, working to the student’s strengths