



Bungay High School...

Able, Gifted and Talented Policy



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Opportunity and Excellence for All





Able, Gifted and Talented Policy

Introduction

This Policy reflects the school's intention to recognise the Able, Gifted and Talented students of Bungay High School and ensure they are encouraged and appropriately challenged to achieve their full potential.

Policy Rationale and Aims

The school aims to ensure that every student fulfils their potential in a caring and supportive community where each individual is valued.

The school recognises that it needs to meet the needs of all students, including Able, Gifted and Talented students.

Definitions

Although there is no internationally agreed academic definition of the terms Able, Gifted and Talented, we have chosen to define these terms as follows:

- An Able student is a student who has the ability to reach levels of attainment significantly ahead of his/her school peers in one academic subject
- A Gifted student is a student who has the ability to reach levels of attainment significantly ahead of his/her school peers in several academic subjects
- A Talented student is a student who has the ability to reach levels of attainment significantly ahead of his/her school peers in one or more practical area (music, drama, art and sport).

Identification

For the purpose of monitoring progress, the Able, Gifted and Talented Coordinator must identify the 10% of pupils who demonstrate outstanding ability in academic and/or practical areas. The school register for the Able, Gifted and Talented is to be reviewed and updated every year in the Spring term and is to be made available to all staff.

Able, Gifted and Talented students must be identified by using a variety of criteria, including:

- Cognitive tests
- External assessment results
- Internal assessment results
- Staff nominations
- Previous achievement

All staff are expected to contribute to the identification process, in order for the school to get an accurate picture of the ability of each student. This also allows departments to monitor the progress of students and update the register accordingly



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Provision

The school acknowledges that provision for Able, Gifted and Talented students has to take place primarily in the classroom, through a variety of appropriately differentiated and challenging tasks.

In order to achieve this:

- All departments must define the characteristics demonstrated by able students in their subject.
- All departments must incorporate in their handbook strategies on how they intend to provide for the more able students.
- All departments must identify at least one member of staff whose responsibility is to 'champion' Able, Gifted and Talented education within his/her subject and to liaise with the Able, Gifted and Talented Coordinator.
- The school's Governing Body must identify at least one of its members whose responsibility is to 'champion' Gifted and Talented education and to liaise with the Able, Gifted and Talented Coordinator.
- All faculties should organise professional development activities during a P.D Day on how to provide for the more able at least once every three years (e.g. department focus on differentiation).

In addition, the school ensures that Able, Gifted and Talented students have access to, and are encouraged to take part in a range of extra-curricular activities allowing them to develop their identified ability, gift or talent.

Organisational Issues

The school acknowledges that there are many different ways of stretching the more able, including:

- increasing the breath of curriculum expertise
- increasing the depth of curriculum expertise
- accelerating the pace of learning
- grouping pupils by ability
- arranging extra-curricular activities.

The school acknowledges that it is up to departments, in consultation with the Senior Leadership Team, to decide which method(s) suit(s) their students best. The school tries, as far as possible, to accommodate each department's preferred model, especially regarding curriculum choices and setting.

Each faculty/department should provide a brief summary of strategies and opportunities provided, to meet the needs of their Able Gifted and Talented students.

Each faculty/department should provide a list of identified Able, Gifted and Talented students in the first half of each new academic year.



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Resources

The Aspirations Coach will offer extra-curricular activities through providers such as 'Excellence East', 'Cambridge University' and 'University of East Anglia' to faculties/departments or to groups of students directly.

Monitoring and Evaluation

The school acknowledges that, in order to assess the effectiveness of our provision for Able, Gifted and Talented pupils, its impact on students' progress must be measured against specific and measurable targets.

The progress of pupils included in the school's Able, Gifted and Talented register is to be monitored by the Able, Gifted and Talented Coordinator, in coordination with Heads of Departments and Heads of Faculty.

Our current provision must be regularly reviewed by faculties and departments.

Informing Parents

Students that are on our Able Gifted and Talented register will have this reconfirmed through Sims which is available to parents. This will be updated annually.

Jan 2011