

St Ursula's Convent School

A Humanities College and Teaching School

St Ursula's Most Able/Gifted and Talented Policy

1. Introduction

There is currently no set definition of what makes a child 'Gifted' or 'Talented'. However, St Ursula's is a member of NACE (the National Association for Able Children in Education) who state:

"What should we call 'more able children'?"

In general NACE uses the term 'more able', however for a small number of pupils we use the term 'exceptionally able'

What is the definition of more able?

The DfE and Ofsted define the more able in terms of those whose progress significantly exceeds age related expectations. However NACE looks beyond actual progress to include those who may be underachieving or whose skills and knowledge may extend beyond the school's measures of progress and curriculum. Exceptionally able pupils are those who have the capacity to achieve or perform at the very highest levels."

The current Ofsted definition of 'Most able' children states:

"'Most able' is defined as the brightest students starting secondary school in Year 7 attaining Level 5 or above, or having the potential to attain Level 5 and above, in English (reading and writing) and/or mathematics at the end of Key Stage 2. Some pupils who are new to the country and are learning English as an additional language, for example, might not have attained Level 5 or beyond at the end of Key Stage 2 but have the potential to achieve it."

2. RATIONALE

This policy is an integral part of the school's broader development of providing quality educational experiences in order to meet the individual needs of all our students and providing an environment in which all students are enabled to realise their potential.

1. The term "**Exceptionally Able**" refers to students who are placed in the top 2% of their school cohort according to NFER and standardised testing including GCSE results.
2. "**Most able**" (MA) students demonstrate abilities that place them in the top stanine (ninth) of the national cohort, as defined by NFER tests for numerical, verbal and non-verbal reasoning and mean SAS score.
3. The term "**Highly Able**" refers to students who are placed in the top 5% nationally according to the criteria set by the DfE (Department for Education)
4. The term "**Highly Skilled**" refers to a student who excels in one or more specific fields e.g. Art, PE, Music, Drama and Design and Technology, but does not perform at a high level across all areas of learning.

3. AIMS

The central aim of St Ursula's is to provide all of our students with positive educational experiences and opportunities which will enable them to discover and fulfil their own potential. All programmes of work will have opportunities for enrichment and extension activities. For the purposes of this document, students in this group will be referred to as Most Able or MA.

The aims of St Ursula's can be summarised as follows:

- A. To raise the standards of pupil achievement.
- B. Facilitate opportunities to develop and extend learning beyond the classroom including through the provision of resources.
- C. Track and review progress of students to ensure that they are developing and extending their knowledge
- D. To ensure that our Gifted and Talented cohort make the progress that would be expected of pupils in this 'Most Able Children' category.

4. Identification of Most Able/G&T pupils

1. To provide a Catholic education for students of **all abilities**, which is broad and balanced and which promotes their spiritual, aesthetic, moral, cultural, mental and physical development.
2. To promote the **highest achievement in all students**, irrespective of ability or aspiration.
3. Therefore, it is important that the needs of Most Able, students should be recognised and strategies developed for their identification and support.
4. It is critical to recognise the existence of all round exceptional ability but we also acknowledge the greater number of students who are Most Able, in specific areas, but we also acknowledge the greater number of students who are Highly Able or Highly Skilled in specific areas.
5. We aim to provide flexible provision, within an inclusive framework which sets out to provide appropriate teaching and learning opportunities for all students. Our students will have the opportunity to be involved in enrichment activities and receive support in order to achieve their full potential and raise their aspirations and attainment by developing their:
 - Ability to learn
 - Range of knowledge
 - Core skills such as problem solving
 - Creativity
 - Intellectual curiosity
 - Specific talents

Identification processes

A variety of processes will enable individual MA students to be identified. The curriculum will take into account the needs of MA students through differentiation, extension, enrichment and acceleration, making use of all available expertise. The pastoral needs of our MA students will be recognised and supported by the school.

To ensure a consistent and accurate identification process, a variety of methods will be employed:

- Statutory Attainment Tests (SATs)
- Cognitive Ability Tests (CATs)
- Reading and Spelling tests
- GCSE point scores
- Teacher recommendation and identification

This process will result in an identified cohort of students who represent the most able pupils in each year group according to their academic ability or particular talents. These identified students will be working above the level of their peers and will represent approximately the top 10% of the year group. However, this identified group could also include students who are currently underachieving but have potential and may need specific support. Identified students will be communicated across all teachers and parents/carers and their progress will be monitored.

MONITORING PROCESSES

1. If a student is nominated as MA/G&T in Y11, they should be achieving A/A* or 8/9 in their nominated subjects.
2. The G&T Coordinator has a spreadsheet checking the performance of departments against national averages.
3. KS3 and KS4 results are checked at the end of each term against exam results, and if G&T students fail to meet their progress targets, then the G&T Coordinator will begin dialogue with departments and subject teachers in order to ascertain what needs to be done to facilitate improved progress.
4. Students classed as disadvantaged (DA) and upper ability (UA) are also monitored closely as these students will often make less progress than their peers, and as a result suffer academically. All DA&UA students are identified regardless of G&T status, and if they fail to meet progress targets, the G&T Coordinator and Deputy Head will begin dialogue with departments and subject teachers in order to ascertain what needs to be done to facilitate improved progress.

5. RESPONSIBILITIES: Monitoring the implementation of the policy

The Senior Leadership Team

1. Will ensure that in the departments that they line manage that:
2. Identification and provision for MA students is a regular feature of Line Management meetings with Head of Departments
3. Each Head of Departments understands how their department can specifically differentiate and support MA students
4. The performance of MA students as a group is monitored regularly
5. Identification and provision for MA students is reviewed on an annual basis

The member of the Senior Leadership Team responsible for MA

1. Will review and evaluate MA provision annually
2. Will develop a strategic overview for the long-term provision of MA students
3. Will conduct regular meetings with the G&T Coordinator to ensure consistent and effective progress is being consistently made across the year

The G&T Coordinator

1. Will identify MA students and add them to the register for staff information
2. Will maintain and develop staff awareness of MA issues, identify development needs and seek appropriate training opportunities
3. Will lead, manage and identify MA opportunities beyond the classroom
4. Will identify and manage 6th Form Scholarship applications
5. Will provide appropriate school INSET and CPD to ensure all members of staff are aware of how to effectively meet the needs of MA students
6. Will provide all MA students with a personalised MA passport to support and challenge them across the academic year

Heads of Department

1. Will ensure that MA students are accurately identified within their subject annually
2. Will ensure that provision and differentiation for MA students is embedded into all schemes of work
3. Will ensure that the provision for their department specifically differentiates and supports MA students through curricular and extra-curricular activities (where appropriate)
4. Will ensure that all members of their department are monitored to ensure that they take the appropriate opportunities to differentiate for MA across all lessons

Teachers

1. Will monitor and track the progress of MA students within their classes
2. Will differentiate, extend and support MA students within their classes
3. Will differentiate by outcome, task, choice pace, resources, support and dialogue

Tutors

1. Will monitor and track the progress of MA students within their form group

REVIEWED NOVEMBER 2016