

Hurworth School

Gifted, Talented and More Able Policy

Accepted by: The board of Directors – May 2011

Senior Leadership Team Lead Reviewer: Nichola Peaker

Review Cycle: 3 Years

Date for Review: May 2014

The Aims are:

- to meet the entitlement of all students to be educated appropriately,
- to provide opportunities for able students to work at a higher cognitive level,
- to ensure that the needs of able students are met socially and intellectually,
- to provide opportunities for the development of specific skills/talents, ensuring all students are able to achieve their potential.

More Able and Talented students (who fall into the top 15%) are identified through a range of means including:

- Primary recommendation
- Parental information gathered through the induction process.
- Standardised tests/MIDYIS
- Subject teachers

They may show a marked aptitude in only one area or be able in a wide range of abilities/activities.

Meeting the needs of the More Able

The needs are provided for in a range of ways both in the classroom and in a whole school setting. Through enrichment, the opportunity to carry out a supplementary task intended to broaden skills and understanding is provided. Through extension, pupils are given opportunities to study topics in greater depth, and finally through being given opportunities to work with their intellectual peers. It is the responsibility of each subject area to provide suitably differentiated work with opportunities for extension/enrichment. Whole school/cross curricular opportunities are also provided through various enrichment events.

Monitoring Gifted, Talented and More Able Students

Parents are informed that their child has been identified and about the way we track all students through direct contact. When students are identified as more able they are placed on the more able register. The Gifted, Talented and More Able Co-ordinator highlights all those who are potentially more able from the whole range of criteria. The list is revised in the light of reports/monitoring and the register will be distributed termly to all staff for review. Students may be removed from the register if deemed necessary.

Opportunities for mentoring will be provided whenever it is possible. These pupils will be mentored and monitored directly by the Gifted, Talented and More Able Co-ordinator using the usual monitoring system. Where mentoring is undertaken discussion will take place regarding the progress made by the student, as well as identifying extension activities that may be appropriate to extend their learning.

If a subject teacher has a concern that an identified student is underachieving they contact the Gifted, Talented and More Able Co-ordinator via a mentor slip. At the next mentoring meeting strategies are discussed and put in place for the pupil to address any issues and achieve to their potential once more.

Responsibilities of Staff

Each department will be expected to develop and maintain a policy document for how their department meets the needs of the more able. This is on a rolling programme which commenced in September 2006. Specific duties and requirements are as follows:

- Complete a departmental policy adhering to the guidelines set above
- Maintain and manage all activities within the department for Gifted and Talented students
- To coordinate review process within their department
- Identify and initiate enrichment activities and opportunities to extend the learning of nominated students
- Monitor the impact of enrichment activities on nominated students and evaluate provision on an annual basis through the departmental action planning process.