



ABLE AND GIFTED POLICY

RATIONALE

- The governors and staff at St Edmund's School acknowledge the potential of each individual student and as such seek to support the Able and Gifted students within our school through a broad range of opportunities.
- We believe that supporting the needs of the Able and Gifted students is a factor in raising the achievements for all.
- We support everyone in our school community as they strive for excellence.
- We recognise the needs of more able students in the school.
- We will implement procedures and strategies that will address the needs of an identified cohort of more able pupils.
- We will ensure that more able pupils are motivated to achieve to the best of their ability and set standards of excellence as an example for others to follow.

DEFINITIONS

- At St Edmund's School 'Able and Gifted' is addressed independently of 'Talented'.
- The 'Able and Gifted' cohort are learners who have the ability to excel academically in a number of subjects to a level significantly ahead of their year group.
- The 'Talented' cohort are learners who have the ability or potential to excel in practical skills such as sport, the performing arts or in an applied skill.

IDENTIFICATION STRATEGIES

- SAT scores, Cognitive Ability Tests (CATs) and SISRA data, for example, FFT, targeted predictions and teacher assessment.
- Teachers use their professional judgement and experience through observation of students' rates of progress in acquiring relevant knowledge, skills and understanding.
- Pupils fulfilling at least one of the following criteria may be placed on the Core register
 - A prediction of 6 or more A or A* GCSEs (FFT)
 - A prediction of 6 or more A or A* GCSEs (Teacher predictions)
 - A mean CAT score of higher than 125.Pupils who fall outside these criteria but who excel in a particular subject will be added to the Subject Specific Excellence register.

PROVISION

- Group students in ways which teachers feel will maximise the quality of teaching and learning.
- Identify in planning differentiated work/resources and opportunities for open-ended homework (including ILTs).
- Consider the appropriateness of acceleration, fast-tracking and setting.
- Develop and provide opportunities for extension work/project work.
- Provide appropriate mentors/named persons in recognition of the particular needs of the students.
- Provide opportunities for professional development of individual teachers or curriculum leaders to inform teaching strategies.
- Make contact with experts external to the school.
- Provide a wide range of extra-curricular opportunities to encourage gifts and talents to flourish.
- Offer, at the appropriate times, specific careers guidance (Options, post 16, further and higher education).

CO-ORDINATION AND MONITORING

The school has a named person as Able and Gifted Co-ordinator who consults with teachers, senior leadership and governors to monitor the needs and progress of identified students. The co-ordinator will ensure that:

- all teachers are involved in identifying Able and Gifted students annually;
- effective methods of collecting and monitoring data relating to Able and Gifted students are used;
- appropriate records of Able and Gifted students are kept and maintained;
- liaison with parents and external agencies takes place and meetings are attended when necessary to ensure that the needs of Able and Gifted students are understood and met.
- the policy is reviewed annually in accordance with DfE guidelines;
- analysis of termly monitoring (post STARS) takes place and evaluation of information on progress made is made available to Curriculum Area Leaders, Heads of House and mentors;
- students have the opportunity to self evaluate;
- intervention takes place to prevent underachievement;
- appropriate staff INSET is run within the school.

DATE OF POLICY APPROVAL

This policy was approved by the Governors' Curriculum & Learning Committee at their meeting in January 2013.

Date for Review of Policy: Spring 2016

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