



Montgomery High School

Able, Gifted and Talented Policy

Approved by the Academic Standards Committee:

04/12/13

Review in

3 years

Able, Gifted and Talented Policy

Rationale

We recognise that all pupils are individuals, with their own gifts and talents and unique learning needs. This includes those having significantly higher levels of ability than most pupils of the same age in one or more curriculum areas.

At Montgomery, it is our aim to provide for pupils who are more able intellectually than others and pupils who are particularly talented in certain specific areas of ability, who have their own special needs.

We believe that every child has the right to be included in a broad, balanced and relevant curriculum and that each pupil is entitled to have the opportunity to be involved in appropriate education that challenges, motivates and rewards them so that they can reach their full potential.

Purpose

The main aims are:

- Entitlement to appropriate education for each child
- Opportunities to work at higher cognitive levels
- Opportunities to develop specific skills and talents
- Opportunities to experience a broader, richer curriculum
- Support and care for the whole child, both socially and intellectually

Guidelines

1. Identification and Monitoring

The terms “Able” or “Gifted” refers to the top 7% academically gifted of our school population. These are identified by the school’s G and T Co-ordinator from analysis of Key Stage 2 SAT results and CAT scores.

The ‘most able’ students are broadly identified as those achieving an average Key Stage 2 level of 5 (or more).

The term “Talented” refers to the top 3% of our talented pupils, who may have shown aptitude, for example taken part in professional productions in music or drama; sport ie: performed at county level etc. We also have a shadow cohort of Talented pupils who have been nominated by teachers (which exceeds the 3% allocation).

Some pupils may be identified as being both Able/Gifted and Talented. Nominations are requested from all subject teachers prior to the Gifted and Talented register being disseminated to all teaching staff, who acknowledge these pupils in their teacher records and endeavour to offer challenging opportunities in their learning environment.

2. Provision

Dependent upon the individual learning needs, the following strategies will be applied as appropriate:-

- Acceleration – setting by ability to offer opportunities for working with like-minded peers and experiment using higher level thinking skills
- In-class strategies – teachers provide enrichment and extension opportunities for pupils as part of their planned differentiation, offering challenges in class-set and homework-set tasks.
- Out-of-school Enrichment Activities
 - Leadership training
 - Coaching opportunities
 - In-house workshops
 - Visits to centres of excellence
 - Local network activities
 - YG&T workshops and summer schools
 - Super Learning Days
 - University visits
 - an extensive variety of opportunities and experiences are offered as part of the Wednesday afternoon Learning Community
 - Challenge activities
- Partnership with Parents- liaison between parents and teachers to discuss the nature and quality of provision is encouraged.

Target setting

The basis for target setting is a minimum expectation of at least 3 levels of progress from Key Stage 2. Issues arise where a student could not achieve higher than a 5 at Key Stage 2. Where a student has a Capped Point Score estimate of 400+ (approaching the expectation of 8 A's), targets are set at A or A*.

Equality and Diversity Impact Assessment

Date: 04.12.13	Policy/Activity: Able, Gifted and Talented Policy	Assessor: HT
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Number	Protected Characteristics	Any Concerns Arising?	Details of Concerns	Recommendations
1	Disability	✓	Information accessibility	Make a range of accessibility tools available e.g. 'text to audio', large text, etc. as needed.
	Example: physical disabilities, learning difficulties or medical needs	✓	Accessibility	Maintain an ongoing revision of accessibility arrangements
	Young carer/carer			
2	Gender			
	Females/Males			
3	Sexual Orientation			
	Example: Gay, Lesbian			
4	Gender Reassignment			
	Gender Reassignment			
5	Race/Ethnic Group			
	Example: Black, Asian, Chinese, etc			
6	Pregnancy/Maternity			
	Pregnancy or maternity/paternity			
7	Marriage/Civil Partnership			
	Marriage/Civil Partnership			
8	Religion or Beliefs			
	Example: Jewish, Muslim, Christian etc			
9	Age			
	Age			

