

ST. MARY'S COLLEGE CROSBY
POLICY FOR ABLE, GIFTED AND TALENTED/ EXTENDED LEARNING.

Policy Date- June 2014

Date of next review- May 18

Date of next review- May 19

Date of next review- May 21

Beliefs and values; Extended Learning.

At St Mary's College we believe that all children are entitled to an education that will enable them to develop their full potential, be that intellectual, physical, aesthetic, creative, emotional, spiritual or social, finding appropriate challenge in our learning environment.

All students have individual needs which put Personalised Learning at the heart of our teaching and learning. St Mary's College is committed to providing a sufficiently challenging curriculum for all its students.

All students have an entitlement to the following:

- ☐ Staff commitment and training to develop students' full potential at all times.
- ☐ Lessons that stimulate, engage, challenge, inform, excite and encourage through partnership and dialogue with teachers and other students and active participation in the lesson.
- ☐ Courses that lead to examinations and accreditation.
- ☐ Skilled, well prepared and informed teachers who have a perspective and understanding of whole school needs, problems and policies, especially those concerning issues related to those students identified as more able.
- ☐ An entitlement beyond subject teaching, including preparation for adult life and preparation for the world of work. This should include extracurricular activity, personal and social education, careers guidance and counselling, visits to local industry, work experience and community service.

The ethos of Extended Learning is that all students should have access to all materials, resources and opportunities provided by departments for further study.

Able, Gifted and Talented/ Extended Learning; Definitions.

The above notwithstanding, it is recognised that there is use in identifying students that are "more able" in order to ensure that these are given appropriately challenging tasks.

Able and gifted students are those with strong intellectual and academic abilities.

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Talented students excel in specific areas, for example, music, art, design, drama, dance or sport.

Extended Learning refers to programmes provided by staff for all students, of all abilities. This is based on the belief that everyone is interested in something and that achievement comes from interest and sustained effort rather than an undeveloped "gift."

In defining what is meant by the term 'more able', we have adopted the following definitions:

An able student may be defined as one who achieves, or has the ability to achieve, at a level significantly higher than his or her peer group in the school. In the case of students aged 11 to 19, gifted students are generally taken to be those in the top five per cent of the national ability range; this is the definition used by the Department for Education (DfE). In a selective school such as St. Mary's this will include a larger percentage of the students.

Able, Gifted and Talented: Identification

No one method of identification can be entirely accurate since specific subject criteria will develop. Therefore, we endeavour to obtain as much information about individual students as possible. The methods employed are as follows:

- ❑ information from any previous schools
- ❑ internal and external assessment and testing; this will be the main method with the top band students usually being deemed to be the AGANDT cohort.
- ❑ specific criteria developed by subjects or their professional associations.
- ❑ teacher/parent/peer/self-nomination. This will be used very sparingly. An Able and Gifted nominee should be evidenced as making above average progress across a number of academic subjects. A Talented nominee will be nominated by those in the specific area of expertise.

Able, Gifted and Talented register.

The register will list all of those identified as above. Since relative ability may change over time, students may enter or leave the register.

AGANDT/EL; Evaluation

The transfer to consistent practice across the school is of key importance and thus we must evaluate our progress. This responsibility will fall to the AG&T/EL coordinator, who reports directly to the senior management team and the Principal. Results of evaluation will be discussed on a regular basis at senior team meetings and shared with the Learning and Teaching group and the Education Executive Group.

AGANDT/EL; Arrangements for coordinating provision

- ❑ The appointment of a named individual to coordinate the school's response to meeting

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the needs of more able students and Extended Learning programmes for all.

- ☐ All schemes of work are planned by heads of departments to include specific enrichment material and ideas on a module by module basis.
- ☐ An awareness amongst all staff of their role in the identification of more able students, based on subject specific criteria and the need to make the curriculum sufficiently challenging.
- ☐ The establishment of a register of more able students established by the AGANDT/EL coordinator and published to all curriculum areas. The establishment of registers of talented students in Art, Music and Sport by the respective HODs and reviewed by the AGAND/EL coordinator.
- ☐ Continuing professional development for staff that addresses the implications of more able students for senior management, within individual subject areas and develops teaching and learning styles that take account of differentiation, enrichment and extension.
- ☐ The effective assessment of students' potential and performance.
- ☐ The regular monitoring and reporting, to the AGANDT/EL coordinator, of individual student performance.
- ☐ An audit of enrichment and extension opportunities provided by the wider extracurricular programmes, led by the AGANDT/EL coordinator.
- ☐ The encouragement of students to enter local and national events, including residential courses and competitions.
- ☐ The provision of discrete pastoral care (where required) on an individual basis.
- ☐ The provision of mentoring, where appropriate.
- ☐ Opportunities for more able students to work together, including across year groups.
- ☐ Recognition, celebration and rewarding of achievement of all students.
- ☐ Close liaison by the school with external support agencies and the home.
- ☐ Mechanisms to identify and address underachievement.

Responsibilities

Heads of department

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- ☒ to provide schemes of work that contain enrichment/extension material for all students
- ☒ to ensure that teachers have registers that recognise who has been identified as more able
- ☒ to ensure that the enrichment/extension material is being used by subject teachers.

Persons in charge of teaching and learning

- ☒ to monitor the schemes of work.
- ☒ to work with the AGANDT/EL coordinator to oversee the process and activity
- ☒ to include items concerning provision for more able students on meeting agendas.

AGANDT/EL coordinator

- ☒ to prepare, from prior attainment data, a register of the able and gifted of each cohort year
- ☒ to gather names of identified students from all areas.
- ☒ to categorise this information in a way agreed with the senior management team and to communicate back to curriculum coordinators and heads of department
- ☒ to monitor the provision for more able and gifted students
- ☒ to evaluate the progress made by students and provision generally on an annual basis
- ☒ to consider the list of identified students on an annual basis.