



THE ABLE, GIFTED AND TALENTED POLICY

Introduction

At King's Leadership Academy we strongly believe that all children are entitled to an education in a safe, happy and caring environment. This will enable them to raise their aspirations and develop their full potential, be that intellectual, physical, creative, or social, by providing appropriate challenges in our learning community.

Purpose

King's Leadership Academy aims to encourage all students to fulfil their potential. There are high expectations of and for every individual student and the Academy will extend opportunity in order to enhance quality for all.

To achieve this we must:

- provide a sufficiently challenging curriculum for all our students
- raise the standards of Able, Gifted and Talented students
- provide a range of opportunities for Able, Gifted and Talented students to meet with others who have a similar range of interests/abilities both inside and outside the Academy recognise students who have a particular gift

Procedure

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

Able: learners who have both academic and creative abilities.

Gifted: learners who have abilities in one or more of the academic subjects or are gifted in PE

Talented: learners who have abilities in art and design, music, PE or performing arts or are talented in sport.

A designated member of the leadership team will be responsible for ensuring all staff are responsible for meeting the needs of Able, Gifted and Talented students in the Academy.

The designated member of the leadership team with responsibility for students who are Able, Gifted and Talented, will identify those pupils who will be designated as "able, gifted or talented" in relation to their peers' level of achievement or excellence. The Able, Gifted and Talented register will be regularly reviewed and updated.

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We identify our Able, Gifted and Talented cohort as follows:

- NFER non-verbal reasoning scores
- KS2 data
- KS3 NC levels
- Levels in all subjects
- Reading age
- Previous teacher recommendation
- Current teacher professional judgement
- Information about excellence from outside sources

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.

REACH

The academy has its own 'able, gifted and talented programme called 'REACH'. The acronym stands for:

Research

Explore

Analyse

Create

Hypothesise

Pupils classified as 'able, gifted or talented are encouraged to follow the steps in this acronym in extending their studies.

Teaching and Learning

- There should be 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.
- There should be close attention to the needs of the individual student through differentiation of tasks, resources and outcomes and an acknowledgement of differing learning preferences and styles.

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- Teachers involved in the teaching and learning programme will have a thorough understanding and a passion for their subject which will be reflected in their high expectations of the students and the learning outcomes.
- Departments will ensure that all Schemes of Work include appropriate enrichment/extension material.
- Departments will decide on the appropriate choice and use of resources to be used with the Able, Gifted and Talented cohort. All teachers should be aware of the location and use of extension materials.
- Teachers will encourage students to think for themselves, to ask questions, and to take some responsibility for their own learning and the learning of others.

- Teachers will ensure there is variation in pace, teaching style and classroom organisation in lessons.
- There will be detailed consideration of student grouping. Students must be grouped for purpose and where a department has a setting/mixed ability policy then it is essential that the groupings are reviewed regularly and thoroughly to ensure the placement of students is accurate, reflects perceived ability and responds to the needs of the student.

Enrichment

The academy offers a weekly programme for its 'able, gifted and talented' pupils within the Foundations Programme creative afternoons.

Monitoring

The leadership team member responsible for Able, Gifted and Talented students in the Academy is responsible for monitoring the progress of the students, with information being received from the following sources:

- Regular analysis of student assessment
- On-going departmental assessments
- Classroom observations

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Resources

- The leadership team member responsible for students designated as Able, Gifted and Talented will monitor consistency across all subject areas.

In each subject area it is necessary:

- to include in their department handbook an outline which reflects the Academy policy
- to identify a link person in each curriculum area to liaise with the designated Leadership Team member
- to identify students who meet the agreed subject criteria
- to pass these names to the leadership team member responsible for Able, Gifted and Talented
- to include items concerning provision for the identified students on subject meeting agendas
- to provide schemes of work that contain enrichment/extension material
- to ensure that the enrichment/extension material is being used by subject teachers
- to monitor the progress of identified students, identify under-performance
- to provide mentoring and intervention where appropriate
- to offer flexible activities for the Able, Gifted and Talented cohort as and when appropriate

The leadership team Member responsible for Able, Gifted and Talented will report directly to the Principal and leadership team. Results of evaluation will be discussed regularly with the team.

The leadership team member will:

- Work with the others responsible throughout the Academy for Able, Gifted and Talented to oversee the process and activity
- include items concerning provision for Able, Gifted and Talented students on meeting agendas where appropriate
- Support CPD for staff that addresses the needs of more able students and develops teaching and learning styles that take account of differentiation, enrichment and extension.

Equal Opportunities

In implementing this policy all members of staff must take into account the School's Equal Opportunities policy. Staff must ensure that no student is disadvantaged on the grounds of gender, race, disability, sexual orientation, age, religion or belief.

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Monitoring, Evaluation and Review

Great Schools for All Children will review this policy at least every two years and assess its implementation and effectiveness.



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Registered Office: King's Leadership Academy, Hillock Lane, Woolston, Warrington WA1 4PF
Telephone: 01925 817939. www.greatschoolstrust.org