



THE
BARCLAY
SCHOOL

MOST ABLE, GIFTED AND TALENTED POLICY

Governor committee:	Full Governors	March 2017
Prepared by:	Karen Palmer	March 2013
Next Update:		Bi-annually
Policy Updated:	Admin	March 2017

'Meeting the educational needs of the gifted and talented is about building on good general school provision, not about providing something entirely different.' Professor Deborah Eyre

RATIONALE

At Barclay we recognise that there are students of exceptional abilities in one or more areas. It is important that the needs of these able, gifted and talented students should be recognised and strategies for the identification and support developed. There should be flexible provision for students requiring challenge, enrichment and support in order for them to achieve their full potential and raise their aspirations and achievement by developing their:

- Ability to learn
- Ability to think independently
- Range of knowledge
- Core skills such as problem solving
- Creativity
- Intellectual curiosity
- Specific talents

As an inclusive school we would expect our Able Gifted and Talented policy to drive and direct learning.

STATEMENT OF INTENTION

The school aims to achieve the following for its Able Gifted and Talented students:

- Access to a suitably differentiated and challenging curriculum
- A broad and balanced curriculum
- Provide opportunities for learning outside the classroom
- Commitment to life-long learning
- Effective thinking skills
- The ability to work in a team
- Leadership skills

DEFINITIONS

There are many and varied definitions of 'gifted' and 'talented'. Gagne defines 'gifted' as the identification of high ability in a particular area and 'talented' as the realisation of that ability. A more common and generally accepted approach, and one we use at Barclay, is to define 'gifted' as having a high level of academic ability and 'talented' as having a high

level of practical ability. The word 'able' has recently been added nationally to encompass all high abilities.

The government recognises that within a typical cohort between 5 and 10% of the students will be identified as Able, Gifted and Talented.

IDENTIFICATION

The Barclay Able, Gifted and Talented register will recognise approximately 20 students in each year cohort from an intake number of 196. Our register will primarily recognise all round academic strengths, but it is important to recognise in students multiple intelligences and trans-intellective strengths such as empathy, resourcefulness, resilience and leadership abilities.

Gifted and Talented students will be identified from a combination of:

- Primary liaison and primary school records
- Key stage 2 National Curriculum tests and teacher assessments, CATs and school based assessments
- Teacher observations and recommendations
- Diagnostic assessments, student performance and response to higher level work
- Parental nominations
- Peer group nominations
- External agencies

Our strategy will take into account motivation and be flexible in order to permit students to be added or withdrawn as our knowledge of each year group develops.

In addition each subject area also keeps their own Able, Gifted and Talented register to recognise high achievers. With a school register recognising all round achievement this allows students who excel only in certain areas the opportunity to flourish.

ORGANISATIONAL ISSUES

The Able Gifted and Talented programme at Barclay is under the direction of a Lead Teacher. Academic performance of students on the register is monitored according to school policy and their performance tracked under the guidance of the Assistant Headteacher (Standards and Achievement), Heads of Year and tutors.

Generally at Barclay students are taught in mixed ability classes in early years, although there may be setting in the core subjects, especially at Key Stage 4. Occasionally students may be entered early for examinations under exceptional circumstances.

CURRICULUM PROVISION

Challenge, enrichment and extension activities will be identified in departmental schemes of work. A combination of principles will be incorporated into our curriculum planning:

- Differentiation by outcome to allow responses at different levels to the same initial stimulus
- Differentiation by task whereby some resources may be used by only the most able
- Differentiation by pace allowing more able students to proceed at a faster rate
- Differentiated homework

There will be a commitment to developing extension and enrichment material which will:

- Allow individuality of response
- Encourage creativity and imagination
- Use ICT
- Stress process rather than content
- Encourage high level thinking skills
- Provide many open ended situations
- Give a sense of satisfaction and enjoyment
- Open up further opportunities for research
- Involve problem solving and decision making
- Encourage empathy
- Provide differentiated and open ended activities for homework
- Encourage independent learning
- Create an effective learning environment
- Teach thinking and problem solving, higher order skills, study skills, communication skills and teaching for a wide range of learning styles

We would hope to encourage our able students and their parents to view Barclay as a place to learn, achieve, make progress and to celebrate success.

EXTRA CURRICULAR PROVISION

A wide range of schemes will provide opportunities for Able Gifted and Talented students:

- Involvement with national associations such as Excellence East who provide opportunities such as summer schools, outreach events and on-line support
- Activities through the local authority such as masterclasses and special events
- Opportunities provided through university links
- Workshop activities
- The annual Barclay Summer School
- School clubs and societies eg sport, music, drama

- Opportunities to exercise leadership and develop communication skills in peer group situations
- Links to be established and developed with other organisations

PASTORAL PROVISION

Able, Gifted and Talented students need to be encouraged to integrate as fully as possible into the life of the school. Support structures are necessary which recognise their need to work with others of the same ability at times. For some students their giftedness may cause them considerable problems. Staff should bear in mind:

- Some gifted students find their ability isolating and become loners
- They may exhibit poor behaviour as a result of frustration, impatience and self-consciousness
- Students of high intellectual ability may appear way ahead of their chronological age in academic terms, but social growth does not always keep pace
- Under-achievement may be caused by peer group pressure
- All students respond to praise, but able students may be ignored as expectations are so high
- All Able Gifted and Talented students are monitored by tutors as part of the school mentoring process

There should be an ethos of provision for emotional, social and intellectual development; developing inter-personal and intra-personal skills, emotional intelligence, creative intelligence and self-esteem.

PROCESS FOR REVIEW AND DEVELOPMENT

Date for review – January 2018