

**COGNITA**  
TEACHING EXCELLENCE



AKELEY WOOD  
SCHOOL

# **Gifted, Able and Talented Policy**

## **September 2017**

### 1.0 Introduction

- 1.1 We believe that all children are entitled to an education that will enable them to develop to their full potential, be that intellectual, physical, aesthetic, creative, emotional, spiritual or social. We are committed to providing a stimulating and suitably challenging curriculum for all its students, in the pursuit of the highest academic and pastoral achievements.
- 1.2 All students have individual needs, which puts personalised learning at the heart of our teaching and learning programme. Exceptional potential (EP) pupils should be given the opportunity to access an optimal breadth and depth of learning; as such we aim to provide opportunities to develop specific skills and talents.

### 2.0 Definitions

- 2.1 Students with Exceptional Potential are those achieve, or have the ability to achieve, above average in one or more academic areas, including areas outside the main school curriculum. They may be leaders or role models or those who display outstanding leadership and/or social skills. These are students with an with an innate ability, who present a natural, outstanding aptitude or competence for exceptional performance. This includes all subject fields.
- 2.2 It is important to note that this may include students who are subject to a barrier of learning, such as dyslexia, Asperger's Syndrome, or a physical disability.  
It is important to remember that EP pupils can also be:
- of high ability but of low motivation;
  - of good verbal ability but have poor writing skills;
  - very able but with a short attention span;
  - very able with poor social skills; and/or keen to disguise their abilities.

### 3.0 Identification of Exceptional Potential students

- 3.1 The identification of Exceptional Potential pupils is a process which the whole teaching and support staff participate in, as well as parents, carers and the children themselves.
- 3.2 The identification begins when a child joins the school. The school is keen to understand their achievements and interests in particular areas as they join the school. Discussions with parents and carers will enable us to create the best possible picture of the child, and records of awards and achievements in academic, sporting, musical, artistic and any extra-curricular activities will be helpful in this respect.
- 3.3 Both qualitative and quantitative information is used for identification purposes:
- A programme of internal and external assessment takes place. Exceptional Potential students are identified and placed on the Main Register from the data which accompanies their entrance to each Key Stage at Akeley: e.g. Midyis for Key Stage 3, Yellis for Key Stage 4 and Alis for Key Stage 5.
  - Exceptional Potential students can be added onto the Departmental area of the Main Register if they meet the criteria defined by the Department. The criteria will be clear, transparent and evidence-based.

### 4.0 Responsibilities

- 4.1 Teachers:
- Identify the pupils who meet the criteria;
  - Use enrichment/challenge opportunities appropriately; and
  - Identify and address underachievement.

- 4.2 Heads of Year:
- Identify the students who meet the criteria;
  - Address underachievement in co-ordination with Heads of Department and subject teachers
- 4.3 Heads of Department:
- Prepare and share subject specific criteria with department staff and the Exceptional Potential co-ordinator;
  - Identify the students which meet the criteria;
  - Pass these names on to the Exceptional Potential co-ordinator;
  - Ensure the department provides schemes of work that contain enrichment/challenge materials for identified students;
  - Regularly review names of EP students and provision within the department at scheduled department meetings, and nominate a department representative to meet with the EP co-ordinator;
  - Ensure that enrichment/challenge materials are being used appropriately by staff; and
  - Encourage children to enter local and national events and competitions.
- 4.4 Exceptional Potential Co-ordinator:
- Prepare from prior attainment data a register of the top 5% of each cohort year;
  - Gather names of identified students from all areas of the curriculum;
  - Categorise this information in a register, circulated to all teaching staff;
  - Regularly share information, effective practice and opportunities with teaching staff;
  - Hold regular meetings with department representatives to review provision within departments;
  - Monitor the provision of Exceptional Potential students;
  - Evaluate the progress made by Exceptional Potential students on an annual basis; and
  - Lead/co-ordinate department EP representatives.

### 5.0 Coordination and monitoring

- 5.1 The Register is reviewed on a regular basis, in association with pupil progress, departmental and/or staff meetings.
- 5.2 Talents and abilities emerge at different times due to developmental issues, and as new opportunities arise, therefore, inclusion in the cohort is not permanent. If it is perceived by parties that inclusion is no longer beneficial, pupils may be moved off, either temporarily or permanently. Such changes to the register will be discussed in parallel with the pupil and parents.
- 5.3 We recognise that some pupils who are Exceptional Potential do not always show their ability. This may arise from learning difficulties such as dyslexia, or personal circumstances. The school aims to work with support programmes and parents to ensure a consistent achievement at the appropriate level for each child.

### 6.0 Strategies for teaching

- 6.1 We offer opportunities for Exceptional Potential pupils to thrive through:
- An enriched, stimulating and relevant curriculum;
  - Regular reinforcement of high expectations, e.g. with a Challenge Wall;
  - Opportunities for pupils to work outside their usual working environment, where possible (e.g. regional enrichment events or workshops);
  - Independent and collaborative learning activities;
  - The focus on thinking and study skills, including metacognition;
  - Pupils self-assessing and evaluating their own work; and
  - Encouraging risk-taking and the experience of setbacks to develop resilience.

### 7.0 Extension, acceleration and enrichment

7.1 Opportunities to broaden pupils' learning experiences may include:

- Differentiation, where pupils may be grouped according to ability, and differentiated work is built into schemes of work and lesson plans to provide activities requiring extended higher order thinking skills;
- Working on subject matter which would typically be for older pupils to access broader knowledge and develop more sophisticated thinking and reasoning skills. This may be through either giving pupils work which would usually be given to older pupils, or moving pupils up a year group, where practical;
- Enabling a pupil to study aspects of a topic that there would not normally be time to study, or adding extra subjects or specialised calendar events to the curriculum or extra-curricular activities programme; and
- Partnership with other schools or external organisations, for example workshop events, specialised holiday camps, and local, regional and national schemes/competitions.

### 8.0 NACE (National Association for Able Children in Education)

8.1 Akeley Wood School is a member of NACE

### 9.0 Success criteria

9.1 The success of this policy is measured by qualitative and quantitative evidence of an individual pupil's progress and the development of the Exceptional Potential students as a whole. This includes:

- Improved attainment in the areas in which they are Exceptional Potential;
- Increasing active involvement by pupils in assessment of their own progress and target setting;
- Increasing higher level questions being asked by pupils;
- Increasing levels of independent learning, including risk taking in learning; and
- Increasing confidence and improving attitudes to learning.

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