



DEVONPORT HIGH SCHOOL FOR GIRLS

MOST ABLE AND TALENTED POLICY

Named person: R Morgan

Category: School

Review: Bi-annually

Date to be reviewed: Summer 2019

This policy has been reviewed with regard to the work/life balance of staff.

Adopted by the Governors' Policy Committee on: 29/06/17

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Devonport High School for Girls

Most Able and Talented Policy

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Policy Rationale

"Schools have a responsibility to meet the educational needs of all their students. For the gifted and talented, this includes providing greater challenges in lessons and opportunities for students to develop potential gifts and talents. Schools and local authorities may also provide additional activities beyond the everyday timetable."

<http://www.direct.gov.uk>

No matter what the definition of Most Able and Talented students, we, as for all our students, will strive to provide inspirational teaching and learning opportunities to enable them to reach their full potential. Our students are unique in their abilities and we will work closely with our staff to ensure teaching is robustly challenging for our Most Able and Talented and effectively differentiated to inspire high aspirations that are suitably supported.

Policy Aims

As a school we aim to create a learning environment where all students believe that they can be successful. By embracing this the students can adopt skills which will allow them to adapt and develop in any situation in and beyond school.

Policy aims:

- To identify, describe and evaluate the needs of the Most Able and Talented students.
- To implement strategies which address the needs of the Most Able and Talented students.
- To inspire and motivate the Most Able and Talented students to achieve the very highest standards of excellence which will act as examples for others to follow.
- To provide extra-curricular opportunities which respond to the students' diverse needs and may assist in overcoming barriers to fulfilling their potential.

- To work collaboratively with other schools and institutions to improve provision for Most Able and Talented students.
- Evaluate and monitor the provision that is on offer.

Responsibilities

The Assistant Head Teacher (AHT) for Inclusion and the Most Able and Talented Coordinator work together to evaluate and improve whole school provision.

They should:

- Act as advocates for the needs of the Most Able and Talented students ensuring that they receive support and challenge.
- Promote effective Most Able and Talented practice.
- Facilitate Continuous Professional Development (CPD) for colleagues as required.
- Keep teachers informed of the learning needs of the Most Able and Talented students giving advice/support with teaching strategies.
- Keep abreast of developments through external organisations such as the National Association for Gifted Children, OFSTED and SWAT.

The Most Able and Talented Coordinator will take responsibility for:

- Meeting regularly with the AHT for Inclusion to report on the Most Able and Talented (MAT).
- Maintaining the Most Able and Talented register.
- Maintaining a record of identification criteria and provision delivered by departments.
- Liaising with parents / carers / teachers to help all parties to best understand how to provide the students with the best possible support.
- Logging all enrichment activities and review provision.
- Liaising regularly with Heads of Department and, where appropriate, Heads of House (HoH).
- Sharing information gained from local and national meetings.
- Monitoring the progress made by Most Able and Talented students and ensure that colleagues are aware of their needs.
- Set up a student forum group, where necessary

All staff will take responsibility for:

- Contributing to the whole school Quality Assurance processes in relation to the Most Able and Talented.
- Identifying those Most Able and Talented students they teach and consider their individual needs when planning lessons.
- Setting personalised targets for the Most Able and Talented students that address specific areas for development.

- Monitoring and intervening with the Most Able and Talented students where their progress and development is not on track.

Definitions

'Most Able and Talented' describes children and young people with an ability to develop to a level significantly ahead of their year group (or with the potential to develop those abilities):

MOST ABLE: Most able learners are those who have abilities in one or more academic subjects, e.g. Mathematics and English

TALENTED: Talented learners are those who have visuo-spatial or practical skills in areas like sport, music, design or creative and performing arts

Skills like leadership, decision-making and organisation are also taken into account when identifying and providing for Most Able and Talented children.

http://www.direct.gov.uk/en/Parents/Schoolslearninganddevelopment/ExamsTestsAndTheCurriculum/DG_10037625

Subject Specific

Each subject will produce a subject specific list of Most Able students in their area. These are identified in line with the subject specific criteria or they show the potential to fulfil criteria as defined by the subject at the end of a key stage. The purpose of these lists is to assist subjects in defining Most Able or Talented students in their subject, identifying the students with these gifts, identifying the needs of these students and ensuring that appropriate provision is made for them.

The subject specific list recognises the importance of gifted student's provision within the classroom, where they spend most of their time. Therefore the aims of the school, are to facilitate the identification of the Most Able and Talented Students.:

Talented

Talented learners are those who have practical skills in areas like sport, music, design or creative and performing arts.

This recognises that in certain exceptional circumstance a student's acquisition of skills may need to be accelerated, for example, should a student show potential to become a Youth Olympic Diver, the school may be required to support them educationally as they attend camps and competitions during school time and other activities that may take them away from school. Talented students need not always have a creative aspect to their gift, but must have high skill and task commitment

Identification of the Most Able and Talented Students

Given that there is no single perfect instrument to identify Most Able and Talented students, schools are advised to use a "best fit" model that draws on a range of evidence, both qualitative and quantitative. In our school, each department has its own policy which outlines the strategies used by that department in terms of identification, monitoring and provision. Students are added to the Most Able and Talented register using staff professional opinion against these set criteria and data captures.

Departments are, therefore, engaged in a continuous process of identification and review rather than a one-off process. DHSG determines the size of its own cohort based on the criteria set out above. We do not have a top 10% demarcation limit. The register is reviewed termly with students being considered for addition to the register from Year 8 onwards.

Nationally, Most Able students are those who qualify according to the above criteria in the traditional academic subjects, whereas Talented are those who qualify in technology, drama, leadership, sport, art, music and drama, or vocational skills. Parents/Carers are encouraged to submit evidence to support nomination in fields not covered by the school methods of identification. In summary, we use:

- Primary school reports.
- Objective tests; GCSEs. Sports mentoring scheme.
- Teacher identification: subjective and objective.
- Parental feedback.

Identification of Talented students:

- | | |
|---|--------------------|
| • Sporting abilities in sports practiced in and out of school | • PE Department |
| • Dance | • PE Department |
| • Musical | • Music Department |
| • Visual Arts | • Art Department |
| • Dramatic Arts | • Drama Department |

Staff have access to the school's register on SIMS and the Most Able and Talented shared area on the intranet. Teachers can report any changes to the Most Able and Talented co-ordinator at any time. The registers for years 8, 9, 10, 11 and 13 will be reviewed by October half term.

Years 7 and 12 identifications are carried out after October half term, and completed by mid-November. All the students at DHSG are regarded as able because they are in the top 25% of the ability range for their age.

PROVISION

Provision through personalised learning ensures that the school provides for and supports all of its learners. We encourage the use of teaching strategies that are more open-ended and flexible following research that has indicated that Most Able and Talented learners respond less well to rigid learning structures.

The Link Partnership (TLP) provides a number of events per year for its Most Able and Talented students. In addition to those events, the school has its own cross-curricular and in-house, subject-specific activities in which the students may participate. These activities may take place in school or in other institutions or venues. The school's Most Able and Talented register is used to identify those students for whom the activities are best suited. Uptake or participation is also recorded in the register. After each event, students are encouraged to write a report of the event which is published in Parents' Update.

Any activity that takes place outside of the students' timetable should be logged. All Most Able and Talented students taking part in such sessions will provide feedback on the event.

The Most Able and Talented co-ordinator also nominates three Year 11 and three Year 12 Students to be SWAT Challenge Ambassadors. A SWAT Challenge Ambassador will be responsible for promoting, managing and running SWAT Challenge events for the Most Able students at DHSG.

Exemplar whole school provision for Most Able and Talented:

- Extra-curricular opportunities which use cross curricular skills (TLP, enrichment days and clubs)
- Competitions or other events organised by outside agencies aimed at Most Able and Talented students.
- Adjustment of the curriculum for individual needs, e.g.: acceleration in a language for natural foreign language speakers
- Guest speakers or visits to raise students aspirations.