



Ripon Grammar School

Engineering Specialism within a Grammar School

Able, Gifted and Talented Policy

1) Policy rationale and aims

The school aims to ensure that every student fulfils their potential in a caring and supportive community where each individual is valued.

The school recognises that it needs to meet the needs of all students, including Able, Gifted and Talented pupils.

The school acknowledges that, as a selective school, a large proportion of our students reach levels of attainment that place them within the top 10% of pupils for their respective age group nationally, and that, as a consequence, we need to ensure that the present policy does apply to the widest possible range of students.

2) Definitions

Although there is no internationally agreed academic definition of the terms *Able*, *Gifted* and *Talented*, we have chosen to define these terms as follows:

An able student is a student who has the ability to reach levels of attainment significantly ahead of his/her school peers in one academic subject (English, mathematics, science, modern foreign languages, Latin, classical civilisation, history, geography, design and technology, religious studies and information communication technology)

A gifted student is a student who has the ability to reach levels of attainment significantly ahead of his/her school peers in several academic subjects.

A talented student is a student who has the ability to reach levels of attainment significantly ahead of his/her school peers in one or more practical area (music, drama, art and sport).

3) Identification

For the purpose of monitoring progress, the Assistant Headteacher (monitoring) will identify the 10% to 15% of pupils who demonstrate outstanding ability in academic and/or practical areas.

The school register for able, gifted and talented is to be reviewed and updated every year in the spring term and is to be made available to all staff.

Able, Gifted and Talented pupils must be identified by using a variety of criteria, including:

- Cognitive tests (e.g. CATs, YELLIS)
- External assessment results
- Internal assessment results
- Staff nominations

All staff are expected to contribute to the identification process, in order for the school to get an accurate picture of the ability of each pupil. This also allows departments to monitor the progress of pupils who they have identified as able or talented in their subject, but who have not been included in the whole-school register for able, gifted and talented.

The school recognises that ability is different from attainment, and has systems in place to identify able underachievers and pupils with double exceptionalities (Gifted or Talented pupils who also have Special Educational Needs).

4) Provision

The school acknowledges that provision for Able, Gifted and Talented students has to take place primarily in the classroom, through a variety of appropriately challenging tasks.

In order to achieve this:

- All departments must define the characteristics demonstrated by able pupils in their subject.
- All departments must incorporate in their handbook a policy on how they intend to provide for the more able students.
- All departments must identify at least one member of staff whose responsibility is to 'champion' Gifted and Talented education within his/her subject and to liaise with the Assistant Headteacher (monitoring).
- The school's Governing Body must identify at least one of its members whose responsibility is to 'champion' Gifted and Talented education and to liaise with the Assistant Headteacher (monitoring).
- All staff should participate in professional development activities in school on how to provide for the more able at least once every three years (e.g. department focus on differentiation...)

In addition, the school ensures that Able, Gifted and Talented pupils have access to, and are encouraged to take part in a range of extra-curricular activities allowing them to develop their identified gift or talent.

5) Organisational issues

The school acknowledges that there are many different ways of stretching the more able, including:

- increasing the breadth of curriculum expertise
- increasing the depth of curriculum expertise
- accelerating the pace of learning
- grouping pupils by ability
- arranging extra-curricular activities

The school acknowledges that it is up to departments, in accordance with the Senior Leadership Team, to decide which method(s) suit(s) their students best. The school tries, as far as possible, to accommodate each department's preferred model, especially regarding curriculum choices and setting.

6) Resources

Appropriate resources are set aside to develop the provision for Able, Gifted and Talented students. These resources may be used to enhance staff training, run extra-curricular activities or set up any activities which is likely to have a long-term beneficial effect on the education of, among others, Able, Gifted and Talented pupils

7) Monitoring and evaluation

The school acknowledges that, in order to assess the effectiveness of our provision for Able, Gifted and Talented pupils, its impact on pupils' progress must be measured against specific and measurable targets.

The progress of pupils included in the school's Able, Gifted and Talented register is to be monitored by the Assistant Headteacher (monitoring) in conjunction with Heads of Departments and Heads of Schools.

Our current provision must be regularly reviewed by the curriculum committee.

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