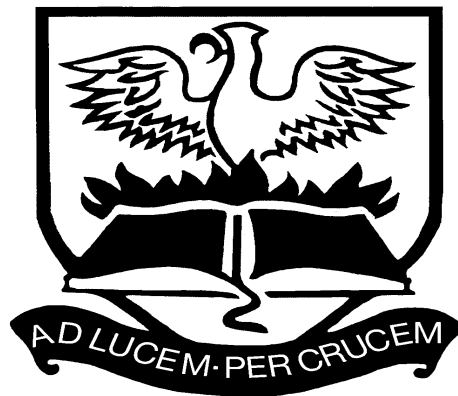


# ARCHBISHOP BLANCH SCHOOL



## GIFTED AND TALENTED EDUCATION POLICY

<b>DATE POLICY PREPARED:</b>	June 2000
<b>DATE FIRST RATIFIED BY GOVERNING BODY:</b>	October 2000
<b>DATE POLICY REVIEWED:</b>	January 2009
<b>DATE FOR NEXT REVIEW:</b>	January 2011

# **ARCHBISHOP BLANCH CE HIGH SCHOOL**

## **GIFTED AND TALENTED EDUCATION POLICY**

This policy should be taken and used as part of Archbishop Blanch Church of England School's overall strategy and implemented within the context of our Mission Statement and Instrument of Government aims.

As a Church of England School, we accept and respect all members of our community as unique children of God, precious in His sight and of infinite worth.

### **Commitment**

The Governors and Senior Management are committed to meeting the needs of the most able pupils in this school. In order to do so they have appointed an Internal Co-ordinator for Gifted and Talented in Education.

### **Aim**

- Archbishop Blanch aims to meet the needs of the most academically able and talented children in each year group through a broad, relevant curriculum. It will develop the potential and ability of these pupils and raise their aspirations and achievement by developing their:

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

- Pupil prior knowledge will be taken into account, particularly between the key stages.
- A resource base of extension and enrichment materials will be developed
- Links will be established/extended with other organisations

### **Management**

The Co-ordinator's line management is Dr Paul Wainwright, Assistant Head (Teaching and Learning).

The Link Governor is Mr G Smith.

## Action

- **Identification.** The Internal Co-ordinator will identify a cohort of 10% of pupils in each year group annually. The pupils will consist of 7% most able and 3% with exceptional talent in areas such as music, art, sport and performing arts. Particular care will be given in order to identify those able pupils who are underachieving; and their parents will be informed. It is envisaged that this cohort will not be static and that names will change with changes in pupils' developments.

Identification will be based on results of standardised tests such as SATs, NFER, CATs, Midyis, Yellis, Allis and GCSE. Additionally, teacher recommendations will be taken into account. Parents will also be asked for information on the Year 7 incoming profile.

- **Target Setting.** Targets will be set for every pupil in line with the IEP. These will be realistic but challenging and in line with the 'more able pupil targets' in the EIL. The Co-ordinator will monitor pupils' progress reports and mentor as needed.
- It is the responsibility of every teacher to ensure that the needs of able pupils are met through the teaching and learning programme in every curriculum area.
  - Resources will be purchased on a greatest need basis by the Internal Co-ordinator. Requirements should be made known to the Internal Co-ordinator via the curriculum link member of staff. The school has become a member of the National Association for Able Children's Education.
  - Training and development in each curriculum area will be organised or co-ordinated by the Internal Co-ordinator. A training needs analysis will be conducted by the Internal Co-ordinator annually.
- **Curriculum Strategies.** A variety of teaching and learning styles are used with the emphasis on risk taking, open-endedness and differentiation. Schemes of work reflect the needs of the more able pupil. Strategies employed include: setting in all subjects in Years 8 and 9, Maths English RE, MFL and Science in KS4. Further setting takes place in options groups as numbers allow. Reporting and recording will follow school policies.
  - Every pupil on the cohort will take at least one GCSE subject in year 10 as appropriate.
  - **Young, Gifted and Talented Youth** All students on the school register will be nominated for membership and encouraged to participate in online and residential activities.

- **Pastoral Considerations.** All pupils need praise, encouragement and support.
- The school's Learning Mentors will be asked to work closely with any able pupil who is underachieving and deemed struggling due to external forces.

## **Monitoring/Evaluation**

- The action above will be monitored by the Internal Co-ordinator in a variety of ways: through the outcomes of standardised tests, feedback from pupils, teachers and parents, pupil attendance at study support activities, review of IEPs, feedback from the Network.
- Support will be given to departments which may require assistance by the Internal Co-ordinator and other members of Senior Management. This support may take the form of additional training, sharing of best practice within the network, purchase of resources, review of teaching strategies or schemes of work and the like.
- Out of class activities: The following are offered on a regular basis and although these benefit all pupils, they are particularly apt for ensuring that pupils who have potential in these areas are given opportunities to practice and extend their skills:
  - Enrichment days organised through the Northwest hub.
  - School Clubs.
  - Competitions – public speaking debate.
  - Musical and sporting activities.