



CHAILEY SCHOOL

ABLE, GIFTED AND TALENTED POLICY

Date of Governing Body's Approval: September 2020

Chair of Governors:

A handwritten signature in black ink, appearing to read "Judith Mynott", written over a horizontal line.

Head Teacher:

A handwritten signature in black ink, appearing to read "Helen Key", written in a cursive style.

Date Due for Review: September 2023

'ABLE, GIFTED AND TALENTED' POLICY

CHAILEY SCHOOL

Chailey School is committed to giving every student in its care the opportunity to fulfil his or her potential. This, of course, includes not only students such as those with special educational needs or those who come from what may be disadvantaged backgrounds but also those who are amongst the 'academically more able' or who display some level of 'giftedness' or exceptional 'talent'.

Definitions and identification

At Chailey we recognise and celebrate a diversity of abilities and talents, from the exceptional mathematician to the talented violinist to the outstanding cricketer. The DfE no longer uses the term 'gifted' and instead prefers the terms 'academically more able' or 'most able'. A 'more able' student might be one who "has the capacity for or demonstrates high levels of performance in an academic area". Nevertheless, the terms 'gifted' and 'talented' are still very relevant: a 'gifted' student would be one who is capable of performance in an 'academic' at an exceptional level and sometimes in unconventional ways. A similar criterion could apply to a 'talented' student with a specific ability in a 'non-academic' area such as in sporting fields, visual / performing abilities, mechanical ingenuity, leadership or creativity.

We therefore have three separate, but sometimes overlapping, criteria with different initial methods of identification through the transition process:

Most able – KS2 data – 112+ in one or more of KS2 tests

Gifted* – exceptional performance and/or ability in individual subject areas in 'academic' subjects, identified either through 'recommendation' at transition or by individual faculties/teachers at Chailey

Talented – exceptional performance and/or ability in individual subject areas in 'non-academic' subjects, identified either through 'recommendation' at transition or by individual faculties/teachers at Chailey

*Caution should be taken with using mere test data for identified 'gifted' students. 'Gifted' students, for instance, don't always perform well in formal assessments, and results from these sometimes mask their abilities.

Provision for the most able

(i) In the classroom

Being academically very able, gifted and/or talented should be a joy rather than a chore. At the same time, we subscribe to the idea of 'a rising tide lifts all ships' and that work should be challenging and engaging, lifting the achievement of all students and especially the more able in *any* class or set. We don't, for instance, believe in simply setting more work for a very able student. Rather, he or she may be set different, more challenging work. This will, however, depend on the individual student – everyone is different.

In providing the right climate for the academically very able, gifted or talented student to flourish, we think it is particularly important to:

- have an ethos in which it is 'cool to be clever'
- provide work at an appropriate challenging level for all our students
- set challenging targets for all our students e.g. four levels of progress from KS2 to KS4
- encourage all students to be reflective, independent learners

- develop and maintain a culture of higher-order questioning, thinking, evaluation and creativity in classrooms
- recognise and celebrate achievement
- provide a range of extra-curricular activities
- provide opportunities for students to work with like-minded peers

(ii) Learning Outside the Classroom

We believe that most of the opportunities to provide for, as well as extend, challenge and develop the most able, gifted and/or talented student, will inevitably occur within normal school lessons – it is a focus in the planning of lessons. However, and in addition to this, extension, enrichment and extra-curricular provision are features of the life of the school.

The school as a whole, as well as individual faculties, will actively seek to offer the most able, gifted and talented students opportunities for enrichment experiences wherever possible.

(iii) Support, acknowledgement and celebration

It is principally the role of the classroom teacher, form tutors and faculties to support, encourage, develop and celebrate the learning of able, gifted and talented students. However, both the Key Stage Directors and the AHT (Learning Development) have a further role in providing coaching and mentoring for identified students. It is most important to support, celebrate and enjoy the achievements of our more able, gifted and talented students as a matter of course, although we also respect where individual students find that uncomfortable. Celebrating success is an integral part of the school's culture. We do this through such elements as the Chailey blog.

Implementing and monitoring

In order to monitor and evaluate the consistency and quality of provision for able, gifted and talented students, the following tools (parts of the school's overall Quality Assurance) will be deployed during the course of the academic year:

- (i) Learning Walks with 'more able' focus
- (ii) Year Reviews with 'more able' sample included in the Student Voice survey
- (iii) Data capture points on Academic Reviews
- (iv) 'Spotlight Student' to check the provision for individual students

Attention will be paid, and action taken, on any significant issues that this raises during the course of the year, with a fuller report written by the AHT (Learning Development) in July of each academic year. The governor with a specific 'AG&T' remit (the 'AG&T governor' – where one has been appointed) will be the person to whom this report, initially in draft form, is given and with whom it is discussed. The report, in its final form, is then presented to the full governing body.

'At Chailey School we aim to identify and support all children following the guidance as laid out in the East Sussex Dyslexia Policy.'