



OUR APPROACH TO 'ABLE, GIFTED AND TALENTED' STUDENTS AT 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 facing disadvantage or with special educational needs 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 (2014) now tends not to use 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.

Whilst recognising these definitions and methods of identification, we at Chailey look beyond the useful guidelines of assessment results to help identify the abilities, gifts and talents in our students. Gifted students, for instance, don't always perform well in formal assessments, and results from these can sometimes mask their abilities.

Provision for the able, gifted and talented

Being academically able, gifted and/or talented should be a joy rather than a chore. 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 some circumstances, for instance, it may well be appropriate to get such a student to teach or assist other students.

In providing the right climate for the academically 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
- 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

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. In addition to this, extension, enrichment and extra-curricular provision are a feature of the life of the school.

The school as a whole, as well as individual faculties, actively seek opportunities to offer their able, gifted and talented students enrichment experiences wherever possible. Examples of such activities include:

- BBC News Reports Day
- Involvement at Southern Schools' Book Award
- English Speaking Union competition held at Brighton College
- UK Junior & Intermediate Mathematical Challenges
- STEM Sussex Robotics Challenge
- STEM club
- 'Inspiring Science' Events
- 'Big Bang Science Fair'
- Art & Photography projects and partnership projects e.g. Pallant House Gallery; So Sussex
- ArtsMark award and accreditation
- School shows and cabarets, drama projects, music projects with ESMS and other partnerships e.g. Glyndebourne
- Theatre and gallery visits
- Orchestral, choral and ensemble groups e.g. Musical Theatre Band
- Chailey Young Designer – competition and design trip
- Residential trips abroad (e.g. Berlin, Madrid)
- Additional optional double language at GCSE
- Research and leadership in Humanities projects e.g. International Women's Day
- Trip to Parliament, meeting with local MP, roles in year and School Council, leadership in East Sussex Youth Cabinet
- Trip to Cambridge University (and established links with Churchill College, Cambridge)
- 'Future Scholar Awards' Links and coaching courses with Brighton & Hove Albion – throughout year
- Role for students as 'Sports Leaders'
- Leadership in individual sports and performance e.g. Aesthetics Show
- Ouse Valley Athletics championships
- Sussex Schools Cross-Country
- Leadership development opportunities through environmental Projects with Sussex Wildlife Trust, Duke of Edinburgh programme, and Head Boy/Head Girl and prefect system

Acknowledgement and celebration

It is most important to support, celebrate and enjoy the achievements of our most 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 School News.

Contact

Whilst every teacher has individual responsibility for the most able, gifted and talented students, the Assistant Headteacher for Learning Development, Mr Dudgeon, is the main contact in the school. He can be contacted via email at tdudgeon@chaileyschool.org.

