

Skills (Gifted and Talented) Policy

June 2020

Morecambe Road School



Rationale

This policy aims to secure provision for those pupils who have been identified as being academically most able within the school or those who demonstrate a particular talent within the expressive arts, or PE.

Whilst the Skills Policy focuses on a minority of pupils, it is also intended that the strategies and provisions, contained therein, should also impact on the attainment of all pupils.

Definitions

For the purposes of this policy, these definitions are used:

Gifted those pupils who have special academic ability within one or more Areas of study, *in the context of Morecambe Road School.*

Talented those pupils who have shown particular aptitude or skill in one of more of the following areas: art, creativity, performing arts, music, PE or technology, *in the context of Morecambe Road School.*

Aims

- To identify skilled (gifted and talented) pupils.
- To clarify the roles and responsibilities of key personnel, involved in working with skilled (gifted and talented) pupils.
- To raise awareness amongst staff of the issues that surround the teaching of skilled (gifted and talented) pupils, to ensure that differentiation and extension are being effectively employed.
- To raise pupil expectations and create a climate of achievement, leading to benefits for all pupils and helping to counteract negative peer pressure.
- To ensure that the curriculum provides extension and sufficiently challenges the most able pupils.
- To provide enrichment for skilled (gifted and talented) pupils, through the means of curricular and extra-curricular activities.

- To ensure that pupils who are underachieving are identified and targeted for pastoral and curricular support.
- To provide an environment where the abilities and achievements of skilled (gifted and talented) pupils can be nurtured and celebrated.
- To monitor the progress of skilled (gifted and talented) pupils and set targets that encourages these pupils to work to their full potential.

Identification

DfE guidelines define the skilled (gifted and talented) population of a school as consisting of between 5 and 10% of each year group.

The DfE goes on to assert that talented pupils should constitute no more than 1/3 of each year's cohort. Furthermore, the identified cohort should include a proportion of socially disadvantaged pupils, indicated through the proportion of pupils receiving free school meals. Moreover, in line with guidelines on equal opportunities, consideration will also be given to ensuring the achievement of gender and cultural balance.

Morecambe Road School currently uses a wide range of strategies to identify the most skilled (gifted and talented) pupils, incorporating both qualitative and quantitative data.

- Shared information between ourselves and feeder primaries.
- KS2 SATs results.
- NFER cognitive ability tests.
- Tests in English, including London Reading Test and Young's Spelling Test.
- KS3 SAT results.
- Self-nomination and peer nomination.
- Information from the Assessment Manager.

Roles and Responsibilities

Form Teacher	To take part in Individualised Learning system, which will require staff to interview pupils termly and report back on pupil progress and welfare.
KS Co-ordinator	To monitor the Individualised Learning system, ensuring that termly interviews are conducted and information reported back to the co-ordinator.
Class Teacher	To provide adequate opportunities within their classroom, to challenge pupils, through the use of differentiation, extension and, where possible, enrichment.
Subject Leader	To monitor the provision for skilled (gifted and talented) pupils within their faculty and contribute to the formulation and annual review of the skilled (gifted and talented) register. It is also their responsibility to ensure that the adequate Professional Development opportunities exist for members of the department, on the subject of skilled (gifted and talented) pupils.

Co-ordinator	To identify, using methods above, the skilled (gifted and talented) cohort and annually review this register, monitor the progress of skilled (gifted and talented) pupils, make links with Primary schools and Further Education establishments, to co-ordinate enrichment activities and to facilitate and evaluate the successful implementation of this policy.
Headteacher	To monitor the implementation and success of the policy and to support the co-ordinator in his or her role.
Governors	To support the school in its provision for skilled (gifted and talented) pupils.
Parents	To support the school in its provision for skilled (gifted and talented) pupils.

Provision

Academically more able pupils at Morecambe Road School are placed within the top sets, where they have an opportunity to be taught at a level and pace which is appropriate to them.

The needs of skilled (gifted and talented) pupils at Morecambe Road School must primarily be met through the curriculum.

- Schemes of work should reflect the department's methodology for differentiating for skilled (gifted and talented) pupils.
- Pupils are assessed regularly and their progress monitored by both class teacher and Subject Leaders.
- Appropriate Professional Development opportunities are available for all staff.

Tackling Underachievement

The underachievement of pupils is a major concern at Morecambe Road School. In many cases, our most able pupils also have problems, which constitute a serious barrier to learning. One of our main priorities is therefore to tackle this underachievement, identifying ways to overcome barriers to learning and enabling pupils to achieve their potential.

Underachieving pupils can be identified in a number of ways:

- Year team and subject meetings – these meetings have skilled (gifted and talented) as a permanent agenda item, to provide all teaching staff with an opportunity to voice concerns about skilled (gifted and talented) pupils.
- Heads of Keystage – Subject Leaders may identify underachieving pupils, through grades, examination results and reports.
- Parental information.

Where underachievement has been identified, a number of strategies will be used to counteract this.

- Pupil can be referred to the Subject Leader.

- Pupils can be given an individual mentor to work with.
- Form teacher can be informed and provide pastoral support and guidance if necessary.
- Meeting with parents can be arranged, to assess if any specific barriers to learning can be identified.

Monitoring and Evaluation of Policy

The Head teacher has overall responsibility for the monitoring and evaluation of the effectiveness of the policy. It is envisaged that the following procedure will be used:

- a) The Head teacher will meet with the co-ordinator regularly, to monitor the provision for skilled (gifted and talented) pupils.
- b) Parents will be made aware of the policy through a letter that will introduce the school's approach to providing for skilled (gifted and talented) children.
- c) Parents will be informed if there are concerns about the underachievement of skilled (gifted and talented) pupils.
- d) Form Teachers will be informed of the pupils in their form that are on the register.
- e) Termly reviews of targets as laid out within pupils' Individual Education Plans.
- f) The register will be reviewed throughout the year to ensure that new pupils at school, including those transferred from other secondary schools are considered.
- g) The co-ordinator and the Head teacher will complete an annual audit of skilled (gifted and talented) provision and write an action plan based on the results of the audit.

Conclusion

This policy aims to promote approaches to teaching and learning, which will benefit all pupils at Morecambe Road School, through the creation of an atmosphere that encourages and appreciates success. It is hoped that this policy will impact on attainment across the key stages and assist in creating a climate of learning, which is increasingly positive. It is also hoped that the policy will allow pupils to achieve their potential within a safe and secure environment.

Approved by the Full Governing Body of Morecambe Road School on 15th July 2020

Signed: .....Chair of Governors

Signed: .....Headteacher
(Mr. P. Edmondson)