

Gifted and More Able Policy

Adopted by the Board of Trustees

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Trustee Reviewers: Standards Board

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1. General Data Protection Regulations



This policy has been reviewed in accordance with the General Data Protection Regulation (GDPR) which will replace the Data Protection Act 1998 from 25th May 2018. The introduction of GDPR has resulted in changes to many existing data protection rules and regulations that educational establishments adhere to. The Evolve Trust has undertaken a full data protection audit and have ensured that appropriate changes that have been made to data protection rules and regulations have been adhered to in full. The Evolve Trust has carried out all additional compliance requirements and fully accepts their duty of care to ensure individuals' data is kept safe and secure, resulting in increased compliance in our systems, processes and policies.

2. Mission Statement

Our academies strive to ensure all pupils are given the opportunity to develop their individual skills, talents and abilities, intellectually, creatively, emotionally and socially. We endeavour to provide teaching which makes learning challenging, engaging and exciting, and which enables all pupils to reach their potential.

3. Rationale

Sir Michael Wilshaw said; “ of all the important issues ... arguably none is as critical to the nation’s success and economic fortunes as the performance of the most able children in our non-selective state schools.”

Following two high profile Ofsted surveys in 2013 and 2015, it was found that thousands of pupils who achieved well at primary school, were failing to reach their full potential after the age of 11. In particular, the most able children in receipt of pupil premium funding lag well behind their more advantaged peers. The Midlands, specifically, was identified as one of the 10 worst performing local authority areas.

Reasons for underperformance included;

- poor transition arrangements with feeder primary schools that leave many academically gifted pupils treading water in their first few years of secondary school, rather than building on the gains made at key stage 2
- a culture of low expectations and a failure to nurture high ambition and scholastic excellence
- few checks being made on whether the teaching of mixed ability groups was challenging the brightest children sufficiently
- disproportionate effort being spent in many schools on getting pupils over the GCSE borderline rather than supporting the most able to secure the top grades

This policy is a statement of the entitlement of children who are more able and of the ways that their entitlement will be met.

4. Aims

Our academies aim to:

- foster an achievement culture which;
 - celebrates both effort and success in a wide range of areas
 - raises the aspiration of all pupils
 - challenges high expectations
- identify pupils achieving at a level beyond their peers and to make appropriate provision which challenges them in areas of strength and develops them in areas of relative weakness.
- identify pupils with the potential to perform at a level beyond their peers, and to
- make appropriate provision which challenges them in areas of strength and develops them in areas of relative weakness.
- provide an appropriately challenging curriculum for more able and potentially more able pupils through extension within the curriculum and through enrichment/study support beyond it.

5. Identification

Identification of gifted and more able pupils will be a continuous, academy-wide process which; is fair and transparent; does not discriminate against particular groups; and is flexible enough to include pupils who join the school part way through the academic year, or are late or early developers.

At KS1/2

Gifted and more able pupils are identified if they are working at greater depth in both literacy and numeracy.

At KS3/4

From KS3 higher attaining pupils are identified following government guidelines based on KS2 NC results. Pupils are identified in Y7 as GMA if they achieve a KS2 standardised score of 110 or above in both Reading and Mathematics.

At KS5

Pupils are identified as GMA if they achieve an average KS4 point score of 52.5 or above.

Pupils can also be identified as GMA in other areas of the curriculum. In such cases, teachers use a continuous process, making judgements based on analysis of various sources of information, including: test scores, classroom observation, discussions with pupils, work scrutiny, predicted test/examination results, reading/spelling ages, performance in lessons and in front of an audience (e.g. in assembly, on sports day), participation in enrichment activities, discussion with parents and on-going assessment using open/differentiated tasks.

At KS3 and beyond faculties define a set of subject specific criteria, as a guide to identifying gifted and more able pupils, that will remain the same for each cohort of pupils; this will mean the proportion of pupils will be reflective of the ability of each cohort. The register of these subject specific gifted and more able pupils will remain fluid. Characteristics of more able students include the ability to; think quickly and accurately, work systematically, generate creative working solutions, work flexibly, processing unfamiliar information and applying knowledge, experience and insight to unfamiliar situations, communicate their thoughts and ideas well, be determined, diligent and interested in uncovering patterns, achieve, or show potential, in a wide range of contexts, be particularly creative, show great sensitivity or empathy, demonstrate particular physical dexterity or skill, make sound judgements, be outstanding leaders or team members, be fascinated by, or passionate about, a particular subject or aspect of the curriculum, demonstrate high levels of attainment across a range of subjects or within a particular subject or aspect(s) of work, use a high level of mastery in order to work with the curriculum objectives taught.

The same methods of identification will be used for pupils with SEN but will be supplemented with a more specialised approach to determine whether a pupil's SEN is masking high ability in other areas. A pupil with SEN may have dual or multiple exceptionality (DME). A pupil with DME will have high ability in one or more areas but is affected by SEN and/or disability.

6. Roles & Responsibilities

Leaders across the academy will;

- develop a culture that challenges high expectations for pupils and teachers at all key stages to ensure the quality of curriculum delivery, teaching and assessment, meets the needs of all the learners
- ensure explicit links are made to gifted and more able pupils in all academy policies and plans pertaining to teaching, learning, assessment and well-being
- ensure that teachers and leaders share and use information relating to pupils' learning and achievements effectively, so that work for high attaining pupils and the most able pupils provides the right level of challenge
- provide training for teachers of all key stages so that their teaching routinely challenges the most able students
- ensure evaluations of curriculum delivery, teaching and learning at each key stage, are robust and lead to rapid improvements
- identify designated staff within each academy and trustees to champion the needs of disadvantaged most able students
- involve universities, other providers and employers in training academy staff to provide expert advice and guidance to the most able pupils, especially those who are disadvantaged, about the opportunities open to them in higher education, apprenticeships and other areas of work.

Classroom teachers will:

- be responsible for ensuring all pupils are making the progress expected of them,
- be responsible for implementing the following strategies as appropriate to ensure the needs of gifted and more able pupils are met through quality first teaching (QFT)

QFT strategies include;

- varied and flexible grouping within a class;
- provision of opportunities for more able pupils to work with students of similar ability,
- mentoring and additional provision for pupils of exceptional ability;
- the provision of enrichment/extension activities and tasks;
- withdrawal of very able pupils for higher-level work in small groups;
- differentiation within subject areas;
- setting clear and challenging targets;
- asking higher-order questions which encourage investigation and enquiry;
- teaching thinking skills in a subject context, e.g. problem-solving, decision-making;
- facilitation of independent learning by allowing pupils to organise their own work in their own way, to carry out tasks unaided using their own strategies, to evaluate their work and become self-critical.

There will be collective responsibility from all leaders and classroom teachers to identify and provide additional experiences to enhance the provision for all pupils. The following opportunities will be offered on a regular basis and, although these benefit all pupils who choose to participate, they are particularly appropriate as a way of ensuring that pupils who have potential in subject areas are given opportunities to practice and extend their skills. Additional experiences include;

- enrichment days;
- additional qualifications;
- academy clubs;
- workshops within the academy;
- visits including those to universities;
- subject experts & master classes;
- external competitions;
- themed days/weeks (e.g. international week);
- opportunities for students to become 'experts' and teach others their skills;
- residential experiences.

7. Monitoring & Review

Leaders within the academy will review the outcomes for GMA pupils at each tracking window and ensure;

- pupil's achievements are celebrated
- successful strategies are shared at all levels
- appropriate interventions are co-ordinated and implemented to support pupils not meeting expected outcomes.

All stakeholders will be involved in evaluating the effectiveness of the G&MA provision at regular intervals to ensure it continually meets the needs of the learners involved.