



WEST KIRBY SCHOOL AND COLLEGE

Academically More Able Policy

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Statement of intent

West Kirby School is committed to maximising the potential of all our pupils. We recognise our gifted and talented pupils have particular needs if they are to achieve success, educationally, socially and emotionally.

Our policy of maximising the potential of our gifted and talented pupils is understood and supported at all levels in the school, including with governors and all staff, as well as pupils and parents/carers. This policy is implemented in order to support our school vision.

1. Aims and objectives

1.1. Through the policy, we aim to ensure that:

- We recognise the different needs of our gifted and talented pupils, including those who coast, are underachieving, or are from ethnic minorities.
- Every gifted and talented pupil receives an appropriate education to meet their needs.
- We provide appropriate opportunities to stretch and challenge the skills and talents of our gifted and talented pupils.
- We recognise the social and emotional needs of our gifted and talented pupils and support them as part of our policy, including poor risk-taking skills and perfectionism.
- We have a school environment which positively supports our gifted and talented pupils, actively encouraging questioning and challenge, as well as creativity and higher order thinking skills.

2. Definition

2.1. We recognise that there are many definitions of gifted and talented. In West Kirby School we use the following definition:

- Pupils who have a CAT4 Score (or Equivalent) of over 115. .
- Pupils who are particularly talented in art, music, drama and related subjects.
- Pupils who have the potential to achieve above their expected level, but who, for whatever reason, are not performing at this level.

3. Identification

3.1. Our overarching identification policy is:

- To identify the pupils who fall into our stated definition of gifted and talented pupils.

3.2. We identify gifted and talented pupils through:

- School tests (state achievement tests i.e. SATS results; CATS scores – ability tests, end of year exams).
- Nomination by teachers as a result of performance in the classroom.
- Information provided from home about any out of school activity (i.e. county tennis champion) or work done at home (i.e. providing portfolio evidence).

3.3. We recognise that some pupils will not be obvious candidates for our gifted and talented programme, but when they are challenged and enthused in an appropriate way, their gifts or talents are more likely to become apparent.

3.4. We recognise that pupils may not be gifted and talented in every subject and our policy makes allowances for this to ensure that pupils are supported in their areas of need and stretched and challenged in their area of talent and potential.

4. Providing feedback to parents/carers

- 4.1 It is important that parents/carers are kept informed of their child's status as gifted and talented.
- 4.2 We believe that involving parents/carers and having a positive working relationship between school and home is extremely important if a pupil is to maximise their potential.

5. Provision

- 5.1 Whilst the needs of every individual gifted and talented pupil will be different, there are particular school provisions that are especially beneficial to our gifted and talented cohort. These include:
- Enrichment and extension work within every lesson.
 - Extension exercises on all homework which helps with creativity and higher order thinking skills and, importantly, is not simply 'more of the same'.
 - Opportunities for collaboration between our gifted and talented pupils within class, across classes in the same year and across year groups.
 - Opportunities for educational trips and visits to develop talent.
 - Opportunities to develop higher order thinking skills, including critical and creative thinking.
 - Opportunities to question concepts to extend understanding, including following teacher feedback.
 - Opportunities for pupils to develop self-regulation skills.

6. Coordination

ETLs and SLT will :

- Oversee the gifted and talented strategy.
- Keep a register of all gifted and talented pupils and their provision.
- Develop our gifted and talented strategy and policy.
- Annually interview all gifted and talented pupils (or ensure it is done).
- Liaise with parents/carers.
- Monitor statistics on the impact of the gifted and talented policy.

Teachers

- Keep up-to-date with talent development within the subject.
- Keep a subject-specific register of the gifted and talented pupils.
- Implement subject-specific initiatives to maximise the potential of all pupils, including those identified as gifted and talented.