

GORDANO SCHOOL ABLE PUPILS POLICY

THE GORDANO SCHOOL ABLE PUPILS POLICY IS ROOTED BOTH IN THE SCHOOL'S AIMS AND IN THE SCHOOL'S LEARNING POLICY

1. SCHOOL AIMS (Source: Gordano 2010)

In our school we hold these values:

- 1.1 We consider that our school is a central part of the Portishead community and the other communities that we serve
- 1.2 We regard each member of our community as a **valuable individual**
- 1.3 We respect the opinions of each individual and will always strive to **accommodate differences**
- 1.4 We regard education as an **entitlement** for all children
- 1.5 We embrace learning as a **life-long and life enhancing activity**
- 1.6 We value honesty, tolerance, kindness, fairness, trust and mutual respect
- 1.7 We believe that all members of our community have a right to be safe, cared for and to live without fear
- 1.8 We believe that learning takes place within a calm, ordered and disciplined environment
- 1.9 We believe that every child and every adult possesses **unique talents and qualities**

For our students we aim to:

- 1.10 **Develop self esteem and raise aspirations**
- 1.11 **Promote an independent learning capacity and the motivation to use that capacity**
- 1.12 Provide a rich and stimulating learning environment and **a curriculum that meets the needs of all of our learners**
- 1.13 Provide the highest possible level of pastoral care
- 1.14 Offer **a wide range of experiences beyond the formal curriculum**
- 1.15 **Celebrate excellence and achievement**
- 1.16 Communicate regularly with their parents and with students themselves about **academic attainment and the next steps for challenge and further progress**
- 1.17 Prepare them for the opportunities and responsibilities of adult life as local and global citizens and develop a sense of value for their school, their community and their world

- 1.18 Work with their parents to share the responsibility of developing **happy, confident young people who will leave school with qualifications and a purpose in life**

LEARNING POLICY (Source: Gordano School Learning Policy)

It is a core aim of Gordano School to make learning **an enjoyable, exciting and worthwhile experience for all students** and their teachers.

The Purpose of Learning for students is:

- 1.1.1 To **enjoy the journey** of discovering new ideas, concepts and knowledge, developing analytical and evaluative skills
- 1.1.2 **To make them aware of their potential and to support them to fulfil that potential both as learners and as people**
- 1.1.3 To enable them to develop socially and emotionally as **fully rounded individuals**
- 1.1.4 To prepare them for the **world of work, further education and/or higher education** and to support them to make reasoned choices about their lives
- 1.1.5 To provide them with the skills and values to enable them to **succeed and excel**
- 1.1.6 To become **independent and creative** in ‘thinking and learning’ ”

2. SPECIFIC AIMS OF THE ABLE PUPILS POLICY

Gordano School will aim to provide an appropriately challenging education for able students. The support for able students will be primarily, though not exclusively, by means of classroom teaching. As such it should be seen as part of a policy of raising the level of challenge for all students and of enhancing the educational aspirations and experiences of all pupils at Gordano.

3. COMMON CHARACTERISTICS OF ABLE PUPILS

Able pupils ...

- question readily
- persevere when motivated
- think divergently
- synthesise
- communicate fluently

- analyse
- show creativity
- engage with complexity
- perceive patterns
- grasp new ideas rapidly
- take risks
- spot illogicalities or inconsistencies
- make links
- may underachieve

4. **KEY MESSAGES**

Schools need to provide:

- a classroom climate that promotes excellence
- planned opportunities for demonstrating and developing high levels of

Aptitude:

- systematic encouragement and specific praise
- scope for intellectual initiative

Quality assessment and focused feedback

5. **THE IDENTIFICATION OF THE GIFTED AND TALENTED COHORT**

Introduction

The Able Pupils Cohort will include all the gifted and talented pupils at Gordano who have been identified as needing targeted provision, up to 10% of the total number of pupils. Identification is not an end in itself; it is a means to the end of making appropriate provision.

Statutory Requirements

- 5.1 Gordano will identify a gifted and talented pupil cohort comprising 5-10% of pupils within each relevant year group.
- 5.2 The pupils identified in the cohort will be achieving, or have the potential to achieve, significantly in advance of the average for the year group in their school.

- 5.3 'Gifted' pupils are defined as having particular academic ability in one or more subjects in the statutory school curriculum other than art, music and PE. 'Talented' pupils will have aptitude in the arts, sports or specific field, and 'all-rounders' will have a range of academic ability and talent(s). At least two thirds of the pupils in the cohort must have academic ability or be "all rounders". Talented pupils can constitute up to one third of the total cohort.
- 5.4 Gordano's identification strategy needs to ensure that pupils are included in the cohort who have the potential to achieve, but are not regularly demonstrating high achievement (i.e. underachievers).
- 5.5 Gordano's strategy must use a balance of hard data including the results of national curriculum tests and evidence derived from them and a wide range of qualitative evidence.

Good Practice in Identifying the Gifted and Talented Cohort

Identification should be a continuous whole school process. It should not focus exclusively on the current cohort, and needs to make provision for movement into and out of the cohort as necessary. To this end we will identify a shadow group comprising a further 10 % of able pupils, monitor their needs and where appropriate, give them access to special provision. We will also ask individual subject areas to nominate pupils with particular talents to be included on the register. Pupils who self-refer will also be considered.

Movement into and out of the cohort is likely to be more frequent for younger pupils and this reinforces the need for careful monitoring, as well as mechanisms for ensuring continuity of provision.

Useful data sources:

- 5.6a quantitative data including CATS, the results of national curriculum assessments (tests and teacher assessments), other available test data, such as standardised tests and baseline assessments, and music, art and sporting assessments;
- 5.6b qualitative information including teacher assessment and nomination, pupil observation and examination of pupils' work.

Gordano School must ensure that the identification process is rigorous, transparent, and fair and does not discriminate against particular groups (e.g. by gender, social class, ethnicity) It should also be flexible enough to deal with pupils who join the school from other schools.

It is particularly difficult to identify gifted and talented underachievers: We should monitor our arrangements to ensure that we are not simply identifying those who are already high achievers. The identification process will need to take into account factors such as motivation, personality and home background, which are significant in converting potential into performance.

Timetable and Process

The initial identification process will have begun with CATS testing, but it should also continue throughout the academic year. AM6 can be used to monitor teacher assessments of pupils not on the register and to monitor the performance of pupils already on the register. Where able pupils under perform, a member of the Able Pupils team should liaise with the relevant pastoral staff to initiate intervention.

The teacher(s) with responsibility for Able Students will produce a Register of students which will be circulated to all staff each September. This will be updated, where necessary. By the end of Year 7 all Faculties will, via subject specific methods of identification, have their own specific list of able students in their own subject.

Subject specific methods could include cross-year tests, teacher identification or self-referral.

6. STRATEGIC PROVISION

In-Class provision

The most important provision will occur in lessons. Responsibility for in-class provision lies with each faculty. Each faculty is to ensure that schemes of work make provision for able pupils.

In class provision is likely to include:

- 6.1.1 Setting students work from a higher year group
- 6.1.2 Setting of students into ability bands
- 6.1.3 Giving students opportunities to present to the class/introduce a lesson
- 6.1.4 Giving students the chairperson role when doing group work
- 6.1.5 Giving students the opportunity of independent research – e.g. projects
- 6.1.6 Allowing students to further their knowledge – e.g. by doing comparative work rather than descriptive
- 6.1.7 Providing students with extra reading
- 6.1.8 This is not an exclusive list.

Able pupils: Teaching and Learning Strategies

Starters

- 6.2.1 Set investigations across a sequence of lessons.
- 6.2.2 Select pupils to set the starter activity.
- 6.2.3 Address the same objective through texts and tasks at varying levels.
- 6.2.4 Use pair or small group work with ability pairings or groupings at times.
- 6.2.5 Expect pupils to articulate rules or patterns to clarify understanding.
- 6.2.6 Have tasks or examples that require higher-order thinking skills.
- 6.2.7 Use differentiated or open-ended questioning.
- 6.2.8 Make a statement and ask for it to be justified.
- 6.2.9 Exploit the power of the follow-up question: 'What makes you think that?'
- 6.2.10 Have a range of tasks based on the same text or focus.
- 6.2.11 Ask able pupils to articulate the skills involved in completing particular tasks

Whole class

- 6.3.1 Use differentiated questions.
- 6.3.2 Differentiate expectations.
- 6.3.3 Prepare questions targeted on particular pupils that reflect their needs and personalities.
- 6.3.4 Prime able pupils for contributions that extend the experience of all.
- 6.3.5 Pitch texts just above the independent reading level of the class.
- 6.3.6 Avoid over-exposure of able pupils.
- 6.3.7 Direct questions to individuals to involve able pupils in interactive discussion.
- 6.3.8 Expect able pupils to articulate what has been learned.
- 6.3.9 Give an oral commentary with the more able in mind.
- 6.3.10 Involve pupils in modelling if appropriate.
- 6.3.11 Ask able pupils to articulate explanations and principles.
- 6.3.12 Make it possible for able pupils to enter tasks at a higher point.
- 6.3.13 Use modelling to build the confidence of able pupils.
- 6.3.14 Model problem-solving at different levels.
- 6.3.15 Use the terminology to support meta-cognition.
- 6.3.16 Model only that which able pupils need to know.

Group work

- 6.4.1 Recognise that able pupils are entitled to teacher time.
- 6.4.2 Identify able pupils' shared needs and group accordingly.
- 6.4.3 Use additional adults as mentors.
- 6.4.5 Create task-specific groups.
- 6.4.6 Vary group membership.
- 6.4.7 Ensure that there are times when the ablest pupils work together.
- 6.4.8 Ensure that able pupils have the opportunity to follow and to lead.
- 6.4.9 Give able pupils roles in group work that reflect their abilities.
- 6.4.10 Have group/pupil targets, not just class targets.
- 6.4.11 Promote self-evaluation.
- 6.4.12 Recognise and use the linguistic expertise of multilingual pupils.
- 6.4.13 Use out-of-lesson conferencing, for example with mentors.
- 6.4.14 Encourage pupils to set questions, not just to provide answers.
- 6.4.15 Negotiate over objectives, styles of response and criteria for evaluation.
- 6.4.16 Be open to suggestions that build on the pupils' cultural backgrounds.
- 6.4.17 Decide together on the objectives to be addressed by able pupils.
- 6.4.18 Discuss possibilities over presentation.
- 6.4.19 Allocate challenging roles in group work, for example, chairing the group, taking responsibility for moving discussion forward.
- 6.4.20 Use peer editing or marking.
- 6.4.21 Require the articulation of principles and development points.
- 6.4.22 Expect 'different' rather than just 'more'.
- 6.4.23 Help able pupils to contribute to the success of others.
- 6.4.24 Focus on qualitative outcomes.
- 6.4.25 Explore possibilities for acceleration.
- 6.4.26 Give all learning a time frame, but match timing to potential.
- 6.4.27 Compact the task and give a limited focus to promote depth.
- 6.4.28 Plan to engage with higher-order learning skills Cf Bloom's Taxonomy

Plenaries

- 6.5.1 Expect pupils to offer explanation, not just presentation.
- 6.5.2 Exploit the possibilities of presenting in role and reporting back.
- 6.5.3 Encourage able pupils to take notes for feedback.
- 6.5.4 Allow able pupils a different timescale for feedback, for example via OHP or ICT at the end of the week.
- 6.5.5 Be aware of the attitudes of other pupils.
- 6.5.6 Focus on the articulation of what has been learnt, using appropriate terminology.
- 6.5.7 Tackle demanding objectives.
- 6.5.8 Instil the habit of reflection on learning.
- 6.5.9 Build understanding of the big ideas.
- 6.5.10 Enable able pupils to work with others of similar ability.

Independent work

- 6.6.1 Marking should be formative, not just celebratory, and should be focused on specific criteria.
- 6.6.2 Share differentiated success criteria in advance.
- 6.6.3 Vary styles of response and avoid excessive pressure.
- 6.6.4 Offer the inspiration that can come from meeting older pupils who are gifted or talented.
- 6.6.5 Encourage self-checking based on prompt sheets for self-analysis.
- 6.6.6 Monitor independent reading round the subject.
- 6.6.7 Learn about the process of enquiry via the published comments of practitioners.
- 6.6.8 Extend and exploit the conventions of different text types.
- 6.6.9 Match texts and tasks to pupils' abilities through negotiation based on high expectations.
- 6.6.10 Establish extracurricular groups.
- 6.6.11 Foster originality, independence and initiative.
- 6.6.12 Set investigative, research-based tasks.
- 6.6.13 Make time for individual feedback.
- 6.6.14 Promote extended reading and writing.
- 6.6.15 Expect the use of ICT and encourage (monitored) e-mail link-ups with able pupils in other schools.
- 6.6.16 Consider having students in training as e-mentors for able pupils.
- 6.6.17 Ensure appropriate access to ICT.

7. EXTRA-CURRICULAR ACTIVITIES

The School has a coherent programme of valuable activities which include:

- 7.1 Master Class programmes in a range of subject areas
- 7.2 Year 8 Public Speaking Competition
- 7.3 Able Pupil courses provided by Kilve Court
- 7.4 Year 8 Power Challenge
- 7.5 Year 9 Magistrates competition
- 7.6 Years 10 and 11 Able Pupils Conference

8. ROLES AND RESPONSIBILITIES

The role of the LEA

To drive forward and to provide strategic support for a continuous improvement programme for the raising of standards in teaching and learning for Gifted and Talented children from initial planning through to delivery.

The role of the governors

- 8.1.1 To ensure there is a focus on Gifted and Talented children in school.
- 8.1.2 To have oversight and responsibility for the provision for gifted and talented children within the school and to ensure adequate resourcing. The appointment of a governor to take a special interest in gifted and talented children, indicates the priority the Governing Body places in these two areas.
The governor responsible for gifted and talented children for the next two years is _____.
- 8.1.3 To attend training on the education of gifted and talented children.

The role of the Headteacher/Senior Leadership Team

- 8.2.1 Effectively plan and manage a common approach towards organisational excellence. This plan should address both individual and school needs through setting and achieving specified targets in the School development plan.
- 8.2.2 To ensure that staff development and deployment shows an awareness of gifted and talented pupils.
- 8.2.3 Lead and motivate the school's staff and initiate whole school activities related to gifted and talented pupils.

- 8.2.4 Allocate a proportion of budget to the teaching and learning of gifted and talented pupils.
- 8.2.5 To review the curriculum annually in order that it retain continuity, progression, breadth and balance.
- 8.2.6 To have a strategic role in promoting co-operation and collaboration between departments and across the whole curriculum with respect to gifted and talented children.
- 8.2.7 To ensure that gifted and talented pupils are discussed at Staff/School Improvement meetings and that best practice and experiences are shared amongst staff.
- 8.2.8 To include sections on gifted and talented children in the School Prospectus.

The role of the Able Pupil Co-ordinators

- 8.3.1 To produce an Able Pupil Register each September and update as necessary
- 8.3.2 To provide support for departments on methods of teaching to able students through staff meetings, INSET and cross-curricular group meetings
- 8.3.3 To co-ordinate the range of courses available from outside agencies and to recommend these to specific faculties
- 8.3.4 To monitor the progress of KS3 Able students via meetings with students and/or meetings with teachers
- 8.3.5 To provide cross-curricular support for students via extra-curricular activities
- 8.3.6 To help staff development via a cross-curricular group which meets termly
- 8.3.7 To work with staff to ensure able pupil strategies and opportunities are explicit within schemes of work

The role of the HOD/Team Leader

- 8.4.1 To ensure that gifted and talented pupils are considered and mentioned in departmental policies concerned with teaching and learning and in schemes of work and development plans.
- 8.4.2 To evaluate the Department's provision for Gifted and Talented children in the annual planning and development cycle.
- 8.4.3 To ensure that gifted and talented pupils are discussed at Team/Department meetings and that best practice and experiences are shared amongst staff.
- 8.4.4 To retain a portfolio of outstanding work and to integrate this with the work on display across the department.
- 8.4.5 To appoint a teacher with specific responsibility for Able Students who will attend cross-curricular meetings

The role of the Teacher

- 8.5.1 To assist in the identification of children who are able and who need support.
- 8.5.2 To assist in the adaptation of schemes of work to ensure they cater more specifically for able students
- 8.5.2 To ensure that able children have access to the curriculum by providing a situation in which each pupil's exposure to content and skills matches his/her rate of learning and alternative, differentiated materials and learning strategies are employed.

Compiled by:	Revision Number
Approved by:	Revision date July 07

APPENDIX 1

IDENTIFICATION METHODS – GIFTED PUPILS

Strengths and limitations:



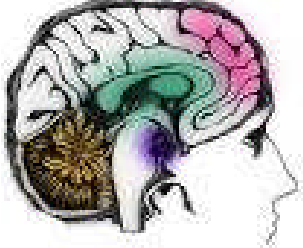
Method	Strengths	Limitations
National Curriculum Tests	Judged against school curriculum Measure of progress over time Easily transferable data across schools and LEAs Based on clear criteria	High levels of achievement dependent on quality of educational experience, rather than ability Units of measurement can be too broad, particularly for assessing in detail the youngest children (e.g.L1)
Baseline	Breadth of assessment issues Can involve qualitative and quantitative data	Can vary across the country Some schemes lack experience
Ability Profile Tests	Can give an objective evaluation of performance on certain skills in comparison with others of similar age Relatively easy to administer and inexpensive Can be useful in identifying able children who are underachieving	Less reliable for younger children Some tests, (e.g. verbal reasoning) can be perceived as unfairly difficult for some ethnic and social groups and dyslexic pupils Format usually requires preparation or can be daunting Need to be careful in determining exactly what skills, aptitudes and competences are being measured – usually limited to measuring analytic skills and do not reward divergent thinking

Method	Strengths	Limitations
Class Teacher Nomination	Offers opportunity to recognise pupils' responses to teaching, levels of initiative & interest, lateral thinking & extent of problem solving Uses detailed knowledge of class teacher, makes use of teacher's ongoing assessments of pupils & is closely linked to provision	Can be very subjective if not undertaken against agreed criteria Dependent on access to experienced class teacher with confident, challenging & flexible teaching style & therefore can be disrupted by teacher changes or supply issues
Classroom Observation	Can help confirm other assessments through systematic data collection based on agreed criteria Assess child in familiar context doing familiar tasks	Time consuming if done in addition to normal classroom practice Can be subjective if not undertaken rigorously & on a series of occasions (including variety of teaching contexts)
Examination of Pupil Work	Good measure of recorded outcomes Helps refine teacher expectations through analysis of high quality work Can be useful when done in clusters	Can be subjective if not undertaken rigorously. More easily measures achievement than potential Reliant on access to good range of learning opportunities and high teacher expectation Restricts range of potential measured to that recordable, limiting especially for youngest children
Subject Specific Checklists	Can allow children with specific learning disabilities (e.g. dyslexic children) opportunity to demonstrate ability in other subject area Can be useful in identifying children with high ability in specific area. Can draw on strengths of specialist subject teacher and contribute to curriculum design	Extensive checklists can be time consuming and unwieldy to administer Checklists cannot be relevant for each individual.

Method	Strengths	Limitations
Generic Checklists	Easily accessible. Simple to handle.	Can run the risk of creating stereotypes. Too general to be useful in curriculum terms. Validity remains questionable.
Reading Tests	Easy to administer Reading competence can give useful indication of future performance Most schools have access to some age standardised score which allows for “Summer Born” factor to be considered	Reading is a skill rather than an ability, and high scores on a reading test are not a reliable indicator of cognitive ability
Creativity Tests	Measures abilities not normally assessed as part of school assessment. Offers divergent thinkers a change to display their ability	Time consuming to administer Validity remains questionable
Educational Psychologists	Invaluable in identifying high ability linked to complex issues e.g. areas of SEN	Time consuming and expensive Unnecessary for most gifted pupils
Parents and Peers	Intimate knowledge of the individual Can take account of performance outside school environment	Subjective, and difficult to give clear criteria Younger children would find it difficult and possibly divisive to judge peers

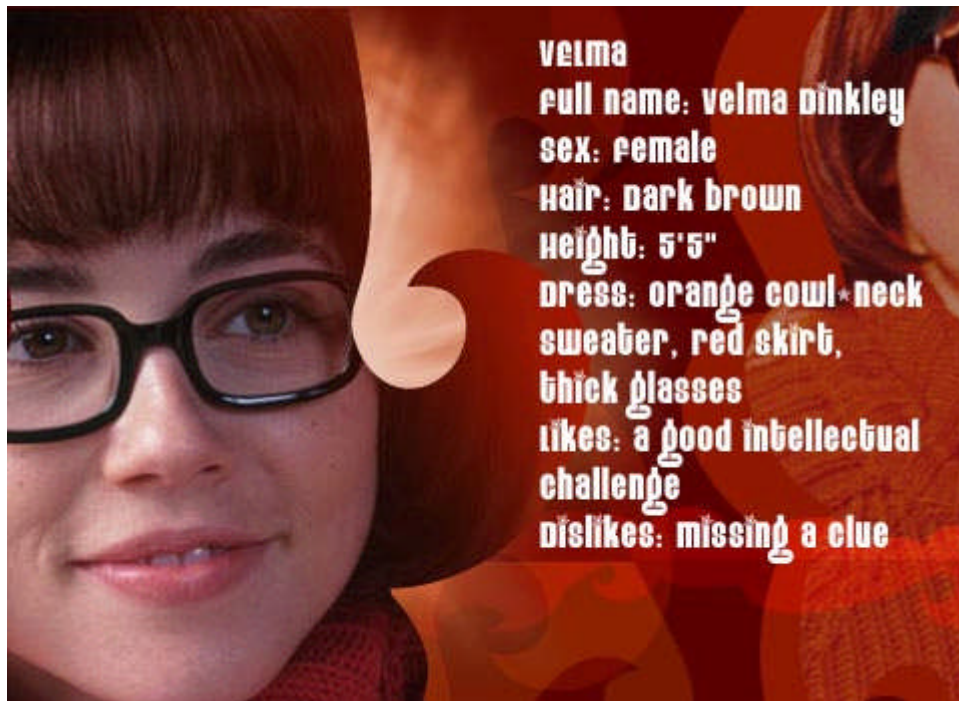
APPENDIX 2

BLOOM'S TAXONOMY

<p>Knowledge: this involves recalling information. <i>Activities will ask pupils to state, recall, list etc.</i></p>	<p>Lower-order skills</p> 
<p>Comprehension: this involves understanding information or making sense of ideas. <i>Activities will ask pupils to explain, describe, illustrate etc.</i></p>	
<p>Application: this involves applying knowledge or understanding in unfamiliar contexts. <i>Activities will ask pupils to apply, solve, predict etc.</i></p>	<p>Middle-order skills</p> 
<p>Analysis: this involves using methods or theories in unfamiliar situations to identify structures and patterns and to solve problems. Activities will ask pupils to list component parts, identify cause and effect, distinguish between irrelevant and relevant, compare and contrast etc.</p>	<p>Higher-order skills</p> 
<p>Synthesis: this involves combining ideas to make something new. <i>Activities will ask pupils to generalise, summarise, design, hypothesise, invent, create, compose etc.</i></p>	
<p>Evaluation: this involves discriminating between ideas and making judgements about value based on reasoned argument. <i>Activities will ask pupils to give arguments for and against, support opinions, rate, recommend, criticise, prioritise etc.</i></p>	

APPENDIX 3

AND FINALLY ... THE STEREOTYPE



Please do not search for Velma on the G & T register.