

ABLE, GIFTED AND TALENTED POLICY

**Rationale**

Walthamstow Hall recognises that students with exceptional ability are present in our school population. We are committed to providing an environment which encourages all students to maximise their potential and this clearly includes students who display some form of giftedness.

Diversity is valued as a rich resource which supports the learning of all. In this school we recognise a child’s right to a broad, balanced, relevant and challenging curriculum which is appropriate to their individual abilities, talents and personal qualities. We celebrate diversity and aim to identify and minimise any barriers to learning and participation that may be experienced by pupils, irrespective of age, ability, ethnicity, language and background. We also aim to maximise resources to reduce these barriers.

Able students are those with strong intellectual and academic abilities. Gifted and talented students excel in specific areas, for example, music, art, design, drama, dance or sport. An able student may be defined as one who achieves, or has the ability to achieve, at a level significantly higher than her peer group in the school students are generally taken to be those in the top 5% of the national ability range.

We acknowledge that able, gifted and talented students possess exceptional ability in one or more of the following areas under the following categories:

**Area**

* general intelligence.
* specific academic areas.
* visual and performing arts (Art, Music, Drama, Dance).
* practical (3D Design).
* physical talent (Sport).
* outstanding leadership and social awareness.
* able underachiever (not reaching potential).

Able, gifted and talented students require supportive teachers and carefully planned learning environments in order that their potential may be translated into demonstrated ability and talent. They will be recognised through various forms of assessment. Walthamstow Hall is committed to identifying our able, gifted and talented students so that their individual needs might be more appropriately met.

The named Able, Gifted & Talented Coordinator for the Senior school is **Mr Tom Dakin**

The named Able, Gifted & Talented Coordinator for the Junior School is **Mrs Chrissie Conway**

### Parent Partnership

The knowledge, views and first-hand experience parents have regarding their children is valued for the contribution it makes to their child’s education. Parents are seen as partners in the educational process. All parents are welcome to contact the school if they have any concerns about educational provision. Parents are also strongly encouraged to keep in regular contact with the school regarding their child’s progress.

**Identification of the able, gifted and talented**

Everyone in school has a responsibility to recognise and value students’ abilities. Students are identified as early as possible in order that they may develop successful learning patterns.

We note that able, gifted and talented students can be:

* High achievers in all or most areas
* High achievers in one area
* Of high ability but with low motivation
* Of good verbal ability but poor writing skills
* Very able but with a short attention span
* Very able with poor social skills
* Keen to disguise their abilities
* Responsive to a full range of learning styles

We also need to be aware of potentially very able underachievers who may fall into the following categories:

* Bored and restless
* Keen to disguise their abilities from their peers
* Fluent orally and poor in written work
* Friendly with older children and adults
* Excessively self-critical, anxious and feeling rejected
* Hostile towards authority
* Quick thinking
* Does not know how to learn academically
* Aspirations are too low for aptitude
* Does not set own goals but relies on teacher for decisions
* Does not think ahead
* Performs poorly in tests but asks creative and searching questions
* Thinks in abstract terms
* Enjoys verbally playing with language
* Produces a high level of work which deteriorates over time.

An able, gifted or talented student will be identified using a variety of methods. The specific procedure will vary according to subject area but will include elements of the following:

* quantitative data such as MIDYIS, ALIS and YELLIS data, tests, teacher assessments, examinations and other assessments such as level assessments in other subjects (i.e. Music, Art, PE);
* qualitative information such as classroom teacher assessments, nominations, observations of students working and scrutiny of work;
* participation in the Scholarship programme;
* awareness of student achievements in art, music, drama, dance, design and sport including through participation in extra-curricular activities within and outside of school;
* representing the school in District, County and National competitions and events.

We recognise that relative ability changes over time so will move students on and off the register as appropriate. Care is taken to ensure students are not underperforming when considering removal from the register.

**Provision for the able, gifted and talented**

We aim to:

* Ensure that opportunities for extension and enrichment are built into all our departmental schemes of work.
* Maintain an ethos where it is acceptable to excel.
* Recognise achievement.
* Encourage all students to be independent learners.
* Be aware of the effects of ethnicity, bilingualism and social circumstances on learning and high achievement.
* Provide a wide range of extra-curricular activities and clubs.
* Provide a wide range of enrichment activities.
* Consistently provide work at an appropriate level.

**Types of provision**

Classroom differentiation:

We aim to ensure that:

* Teachers have high expectations.
* Tasks are designed to take account of and build upon levels of existing knowledge, skills and understanding.
* There are planned extension opportunities or open-ended tasks.
* There is access to higher-tier assessment papers.

School based provision:

This will vary according to subject area and is covered using a variety of methods:

* School clubs.
* School societies/councils.
* Fast Tracking groups.
* Enrichment opportunities.
* Opportunities for performance.
* Specialist teaching.

Out of school provision:

(provided through external agencies)

* Weekend acceleration courses.
* Weekend and after school enrichment courses.
* Easter schools.
* National schemes/competitions/festivals.

# Role of Teachers

Teachers will:

* provide a classroom environment which encourages the development of student potential;
* integrate methods of improving learning for able, gifted and talented students within their existing programmes;
* collaborate with appropriate personnel to develop programmes to realise learning potential;
* contribute to the collection of data for identification purposes;
* monitor student progress.

# Role of the Gifted and Talented Coordinator

# The Gifted and Talented Coordinator will:

* assist in the identification of able, gifted and talented students.
* keep a register of able, gifted and talented students.
* liaise with Heads of Department to identify strategies, activities and resources aimed to challenge and inspire AGT students.
* help to increase teacher awareness of the needs of these students;
* contribute to CPD for teachers in regards to the support of able, gifted and talented students .
* assess the performance of able, gifted and talented students in external examination in relation to the whole cohort.

**Conclusion**

All students deserve an equal opportunity to receive the best education possible. For those students with special abilities, provision needs to be made so that they can achieve their potential.

This policy has regard to the guidance issued by the Secretary of State.

***Walthamstow Hall policies are approved, ratified and reviewed regularly by the Governing Body in the light of statutory requirements.***

Reviewed June 2018

Next Review June 2019

Signed: …………………………………………………………. Date: ………………………

Mrs J Adams

Chair of Governors

See also: Equality Policy