



**OAKLANDS CATHOLIC SCHOOL**

**AND**

**SIXTH FORM COLLEGE**

**With delegated responsibility from the  
Catholic Academy Trust in Havant**

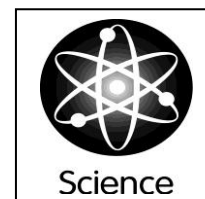
**ABLE STUDENT POLICY**

<b>APPROVED BY GOVERNORS</b>	<b>03 OCTOBER 2011</b>
<b>REVISION DUE</b>	<b>OCTOBER 2012</b>
<b>MEMBER OF STAFF RESPONSIBLE</b>	<b>ASSISTANT HEAD TEACHER</b>
<b>STATUTORY / NON-STATUTORY</b>	<b>NON-STATUTORY</b>



Community

Unity



Opportunity

## **ABLE STUDENTS POLICY**

### **1. Mission Statement**

“Within our Christian family we strive to achieve the highest standard by creating an environment that is conducive to:

- encouraging the realisation of potential and personal qualities
- celebrating the gifts and talents of every individual”

Our commitment to identifying and meeting the needs of gifted and talented students stems from our principles of:

- Community, Unity, Opportunity
- Equality and inclusion.
- Our commitment to both excellence and equity.
- Every student achieving their potential, regardless of gender, race or disability.

### **2. Aims**

We at Oaklands Catholic School believe that all pupils should have the opportunity to achieve their potential in accordance with the school’s vision. This policy focuses on the provision for pupils who are deemed to be gifted and talented. To provide opportunities which will develop, deepen, broaden and enrich gifted and talented students’ present interests and future potential.

We will encourage able students to achieve their potential through:

- 2.1 Access to a curriculum which is challenging in terms of balance, breadth and depth, and which is structured in such a way that students can achieve ambitious aspirational targets through programmes of study that facilitate higher order skills.
- 2.2 Opportunities for students to develop specific skills and talents e.g. academic, musical, sporting and social.
- 2.3 Appropriate extracurricular activities, e.g. school clubs, enrichment days and residential experiences.
- 2.4 Providing stimulating learning experiences for all students that encourage independence and autonomy, and support pupils in using their initiative.
- 2.5 Encouraging students to reflect on the process of their own learning and to understand the factors that help them make progress.
- 2.6 Fostering the development of a well-rounded and balanced individual, both intellectually and socially.

- 2.7 Encourage students to be open to ideas and initiatives presented by others, thus promoting the importance of citizenship and collaboration.

### 3. **Definition**

Gifted and talented children are those who have one or more abilities developed to a level significantly ahead of their year group (or with the potential to develop these abilities).

In England the term 'gifted' refers to those pupils who are capable of excelling in academic subjects such as English or History. 'Talented' refers to those pupils who may excel in areas requiring visio-spatial skills or practical abilities, such as in games and PE, drama, or art.

Some gifted and talented pupils may be intellectually able but also appear on the Special Educational Needs (SEN) register for behavioural, literacy or physical difficulties.

Provision for gifted and talented pupils can act to counteract disadvantage. Direct intervention is particularly critical for pupils from disadvantaged backgrounds to enable them to make full use of their abilities and to raise their aspirations accordingly.

The term able student has been widely interpreted. As a general guideline for our school we would see approximately 20-25% of students as able students, with approximately 2% as the most able or gifted students. It is to be stressed that this is a loose definition based upon ability within a Year cohort. A flexible response to this definition to cover a wide range of human talents and abilities is to be encouraged.

### 4. **Identification and monitoring**

- 4.1 A number of methods will be used to identify and monitor able students:

- (i) Achievement in N.C. Tests in Year 6 (where taken), end of Key Stage 2 Teacher Assessments, Year 7 CAT tests, Year 9 Core Subject Levels, and GCSE in Year 11

The results of these tests will be incorporated within department records and used as evidence of high achievement and potential achievement.

In general students will be considered able if they:

- a. Achieve Level 5/6 and above in Year 6 tests / end of KS2 teacher assessment.
- b. Achieve Level 7 or above in Year 9 Core Subjects.

- c. Achieve grades B and above in most subjects taken at GCSE with a number of A passes.

(ii) **Tests**

CAT Scores

Students achieving a Mean CAT of 115+ will be considered able students. Students achieving an individual discipline score of 129 in CAT tests will also be considered able. Note should also be taken of the Verbal and Quantitative Score in relevant subject areas.

(Guidance in interpretation of tests are included in the Staff Handbook)

(iii) **Indentification by feeder schools**

Feeder schools are asked to provide an able students list with relevant comments as appropriate. This information is particularly important for students identified as being talented and excelling in areas requiring visio-spatial skills or practical abilities, such as in games and PE, drama, or art.

(iv) **Information from parents / carers**

The school will accept information from parents or carers relating to a child's particular gift and talent, and where appropriate will make possible provision for the encouragement and development of that ability within the reasonable expectations of the curriculum and school resources.

4.2 **Able Student Register**

A central register of students is established with their CATs and SATs (where provided) scores. The Able Child Register is circulated to all staff and contains each year group in Mean CAT score order. Able students must also be identified for PLASC (Pupil Level Annual School Census). The Able Student register will be stored electronically to enable ease of staff access.

4.3 **Monitoring**

Monitoring of able students will involve:

(i) **Subject Teacher/Department Teams**

Regular monitoring, at the time of progress reviews and reports, of the work of able students should occur guided by the Head of Department.

(ii) **Tutor/pastoral team**

The tutor should be aware of the able students in the tutor group and the possible pressure they are under. The Year Head, particularly at the reporting stage, should monitor the progress of able students, including the possibility of underachievement due to a range of factors. Tutors should pay particular attention to the attendance of G&T students, bringing forward any patterns of absence or stretches of absenteeism that may reveal issues in certain curriculum areas, or a wider issue of aversion to school due to the demands and pressures of their high abilities.

(iii) Parent Consultation Evenings

The progress and achievement of able students should be monitored at these meetings.

(iv) Academic Mentoring

The tutor and subject mentors should use the academic mentoring process to seek student opinion on the learning opportunities and progress for G&T students, and respond to student voice opinions to develop learning strategies centred around student skills, interests and ambitions.

5. **Strategies for teaching able students**

The following are not exclusively for able students.

5.1 Setting by Group

A number of departments will set to allow able students to progress at an appropriate level.

5.2 Setting within the class

In mixed ability classes students can be grouped by ability to allow appropriate work to occur.

5.3 Differentiation

Able students should be set work which is appropriate to their level. This can mean:

- i) Different starting and end points for the work
- ii) Extension tasks
- iii) Different homework
- iv) An enrichment of the curriculum by giving a different curriculum coverage for the most able.

5.4 Within the classroom the learning culture should:

- Be student centred, valuing and utilising students' own interest and learning styles
- Encourage the use of a variety of resources, ideas, methods and tasks.
- Provide a secure learning environment where risk taking is valued.
- Provide a challenging learning environment allowing students to access the higher-order thinking skills.
- Involve students in working in a range of settings and combinations: as individuals, in pairs, in groups, as a class, cross-year and cross-school.
- Encourage students to ask questions of themselves, of their peers, of adults, and of ideas.
- Use target setting and academic mentoring that involves students in their own learning and progress.
- Celebrate creative and original thinking
- Ensure that homework extends the learning of the individual pupil, encouraging independence and self-motivation.

## 6. **Out of Class activities**

Provision for the most able will include:

- School clubs which extend and widen the curriculum
- Enrichment activities through events such as enrichment days or residential
- Drama, Musical and sporting opportunities
- Department facilities open to students out of class contact time.
- Leadership of a number of activities by Sixth Form students, including vertical student mentoring by G&T Sixth Form students of Year 7 G&T students.

The school will also communicate and reinforce to the parents of able children their role as primary educators. Parents will be encouraged to embrace and display a positive attitude to their child's gifts and talents as a means of creating a sense of pride and ambition in their child.

## 7 **Personal and Social Education**

Able students have the same range of emotional needs as other students. In addition their very ability can produce stress from the demands for both achievement and how their ability is viewed by their peer groups.

We strive to achieve an ethos within the school which values positive and purposeful learning and willingly accepts the high ability of students. Teachers

and tutors need to be sensitive to the needs of the most able and give them no less attention than other students.

## 8 **Resources for Able students**

### 8.1 **Department**

Each department should ensure that part of its budget should be allocated to providing resources for able students, or that resources purchased have the capacity to challenge and stretch the most able students.

### 8.2 **ICT**

All students need to feel confident in the use of ICT and have access to an appropriate range of software. StudyWiz and I am learning facilities should be used as a means to engage, stretch, challenge and motivate the most able students.

### 8.3 **Library**

Close liaison is required between the school librarian and department to ensure that the library stock is updated at regular intervals with appropriate resources.

## 9. **Responsibilities of Staff**

### 9.1 **SLT Assistant Headteacher and G&T Lead Teacher**

- i. Will have overall responsibility for coordinating the needs of the able students.
- ii Will brief the Head and appropriate staff on new initiatives and approaches to the needs of able students.
- iii Will liaise with relevant outside agencies.
- iv Will liaise with HoDs and HoYs to monitor the work of Departments and the pastoral care of Year Teams regarding the needs of able students, and to develop effective pedagogy, assist in identifying pupils and respond to teachers' training needs.
- v Will coordinate the drawing up of the Able Child Register and regularly monitor the students on it.
- vi Will update documents detailing G&T Identification and Provision for parent information available through the school website.

- vii Will indicate, monitor and record enrichment activities in the school.
- viii Will liaise with feeder schools in conjunction with HoY7 in identifying able students on the point of intake.
- ix Will identify in conjunction with the school's CPD Coordinator, appropriate inset for staff.
- x Will monitor resource provision for the above students and advise SLT on the financial and practical implications, and work with school leadership to raise standards of learning for Gifted and Talented pupils, create a climate of good learning and contribute to school evaluation.
- xi work with pupils to ensure their views are heard and acted upon, and to foster independent learning skills.
- xii work with parents to develop ways in which they can assist in the learning of their Gifted and/or Talented children.

## 9.2 Heads of Department

- i Will identify able students in the department through the use of the G&T register.
- ii Ensure that schemes of work allow differentiation in both class and homework, to ensure that able students achieve their potential and develop higher order skills in their subject disciplines.
- iii Will arrange for a periodic check on the progress of able students, particularly prior to a Parent Consultation Evening.
- iv Ensure that there are appropriate resources to stretch and challenge able students in a way that will motivate them and develop independent learning skills.
- v Will research and organise subject specific excursions where appropriate to stretch, challenge and inspire G&T students within the fields of their particular abilities.

## 9.3 Subject teaching staff

- i Will ensure that able students who are identified by data and information are marked as such on class lists, and are set appropriately challenging and aspirational targets.

- ii Will make HoD aware of able students in their subject disciplines who may not fall into the usual categories determined by CAT scores.
- iii Will ensure that appropriate extension and enrichment activities and learning experiences are followed by able children as per scheme of work, and will respond to constructive student voice contributions in determining learning strategies for G&T students. These extension and enrichment activities should also be used as aspirational stimuli for students not on the G&T register as a means of raising the progress and achievement of all students within a group. Subject teachers may also, where appropriate, encourage a G&T student to peer mentor fellow students as a means of encouraging higher achievement for as many as possible, and providing for the able student a sense of pride and contribution stemming from their abilities.
- iv Will closely monitor the work of able children in the light of their needs and potential, raising concerns to HoDs in the case of possible underachievement by G&T students.
- v Will record the progress and achievement of able students as a means of ensuring that each G&T student performs at a level which will lead to added value for even the most able of learners.
- vi Will make every effort that gifted and talented children are provided with a positive image
- vii Teacher observations will embrace

Intellectual development : student's level of functioning in all areas of the National Curriculum. Particular learning problems will be highlighted

Social/Emotional and Behavioural Development : attention will be given to the student's behaviour, maturity, self-image, relationships and social skills. Teachers will also consider a student's attention span, adaptive skills, speed of work and organisational skills

Physical development : the student's physical health, sight, hearing, speech, gross and fine motor skills

Interests and hobbies : provide an important insight - does the child prefer solitary or group pastimes, are they active or passive?

Observations of other professionals, within and beyond the school

Information from outside clubs and activities

Records from previous schools

## Identification by Educational Psychologists

Teachers will be open-minded about anticipated characteristics of 'gifted/high ability' children and avoid stereotype labelling

### 9.4 Form Tutor will

- i Be aware of and identify able students in their tutor group.
- ii Be aware of and respond to the pastoral need of able students in the tutor group, both in dealing with the pressures that may be placed on G&T students, and addressing concerns of under achievement by G&T students.
- iii Review students progress at progress reviews and comment on reports in the light of the students potential ability.

### 9.5 Head of Year

- i Will monitor and evaluate the effectiveness of the Pastoral Care Support for the able students in the year.
- ii Will monitor progress of able students at Progress Review Meetings and through Reports.
- iii Will liaise with the G&T Lead Teacher on the needs of Able students in the Year.

## 10 The needs of gifted and talented students

### *Emotional and Social Needs*

Gifted/talented pupils need to :

- Have a secure environment
- Be acknowledged as an individual, recognising their strengths as well as weaknesses
- Be protected from undue pressure to succeed from parents or teachers
- Be protected from adverse peer group attention
- Be helped to deal with failure
- Feel valued for themselves
- Receive lots of praise and recognition
- Be allowed to progress at an appropriate rate
- Be involved in negotiating and setting targets
- Be involved in evaluating their own progress
- Relax and have fun
- Learn how to co-operate and how to access support, help and advice
- Know how to relate to others and value them for their different skills and abilities
- Learn to work together in a team and co-operate with others

### *Emotional and Behavioural Difficulties*

- Self-esteem enhancement is at the very heart of provision for gifted pupils. All staff must adopt teaching strategies which encourage the development of mutually supportive relationships between pupils, staff and parents.
- It is easy to assume that all exceptionally able children stand out and are able to develop confidently. Intellectual potential and positive social skills do not always go hand in hand. From an early age many bright children have been frustrated and misunderstood, have considered themselves different and have blamed themselves for this difference. Many can be vulnerable to :
  - Low self-esteem
  - Poor study skills
  - Social isolation
  - Victim or perpetrator of bullying
  - Problems with concentration
  - Developing their own private world
- Gifted children may sometimes underline their intelligence by a peculiar, even disruptive, behaviour pattern. The school recognises the importance of an effective pastoral system in supporting these children.
- The school aims to :
  - Detect exceptionally able children who have become troublesome or transparent, and expose their latent talent
  - Create an environment where everyone develops an attitude of care, respect and responsibility for the worth of others
- Behaviour problems may be :
  1. Conduct problems - aggression, disobedience, truancy
  2. Emotional problems - anxiety, misery, depression
  3. Weak general progress - poor concentration, task avoidance strategies, distractible behaviourEarly identification and intervention of emotional and behavioural difficulties are important.

## 11 **Inset**

Regular inset on the needs of able students should be provided through:

- 10.1 The programme for NQTs and new staff to the school to include a unit on the needs of the able student.
- 10.2 Buying into relevant courses for appropriate staff.
- 10.3 Use of professional days.

## 12 **Review and Development**

### **Success criteria**

The success of this policy will be assessed by

- ◆ The student making progress in their area of strength
- ◆ The student feeling part of the class on an emotionally secure and behaviourally acceptable level.
- ◆ Teaching staff feeling that they are supported in the identification of and provision for gifted and talented students.
- ◆ The existence of a flexible, whole school register of gifted and talented children.
- ◆ Increased opportunities for the whole education of gifted and talented children throughout the full school curriculum.

The effectiveness of putting this policy into practice will be annually reviewed by a small working group selected by Heads of Department/Year in conjunction with the Coordinator for able students. The review will be reported and discussed at Heads of Department meeting prior to the SLT drawing up the School Development Plan.

The needs of the able student will be incorporated into the School's Development Plan.