

Tring School

AMA & Gifted and Talented Policy

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Approved by: Full Governing Body

Date: 9 July 2015

Signed By: Sue Collings..... Janis Donald.....

What the policy is about? *Recognising the needs of the academically most able, gifted and talented students*

Why the policy is required? *To comply with legislation and guidance and to support the School Development Plan in maintaining and improving the quality of pupils' education.*

Who is responsible for implementing the policy? *School Governors and Headteacher (in consultation with staff where appropriate)*

How is the policy implemented? *Strategically by the Students, Learning & Community Committee*

Monitoring & Evaluation: *Students, Learning & Community Committee*

Note:

Attachments to the policy for are: Appendix A – Procedures

Academically Most Able & Gifted and Talented Policy Framework Plan

1. General Rationale

At Tring School we recognise that there are students of exceptional abilities in one or more areas. It is important that the needs of the academically most able, gifted and talented students should be recognised and strategies for the identification, tracking and monitoring be developed. There should be provision for students requiring challenge, enrichment and support in order for them to achieve their full potential and raise their aspirations and achievement by developing a range of skills and aptitude in many areas.

2. Aims

Tring School aims to achieve the following for its AMA and G&T students:

- Developing holistic provision with a common language across the school for able students in all subjects where stretch and challenge is an integral part of all lessons
- Entitlement to appropriate education
- Opportunities to work at higher cognitive levels in all subject
- A broad and balanced curriculum
- Opportunities to develop specific skills or talents
- Extra curricular learning opportunities
- Skills for leadership and collaboration
- To raise attainment
- To ensure that our most able students make at least sufficient progress across all key stages
- To ensure that more able students are attempting a higher level of work and thinking in order to stretch and challenge them and not just more of the same

3. Definitions

Academically Most Able (AMA)

At KS3 and KS4 AMA students are identified as those who are in a high attainment category and the top 10% of the year group. These groups are based on KS2 data and students' attainment in comparison with national statistics. At KS5 the students are identified as those with an APS of 46 and above and who are taking 4 A levels, predicted 3 or more As.

Gifted & Talented

This is the identification of high ability in a particular subject area. Students who are Gifted & Talented will not appear on the AMA register. It is likely that they have a particular flair for one or maybe two subjects. Students on this list are nominated by subject teachers and they are monitored by the subject representative. A record of their tracking and monitoring is also kept centrally by the G&T Coordinator.

4. General Overall Approach

Provision for AMA and G&T students will take a variety of forms:

- Stretch & Challenge is an integral part of all lessons for all students to raise aspirations and achievement and prevent underachievement.
- There should be out of classroom learning opportunities for students
- The opportunity to expand their academic horizons through lectures, projects and access to work a Key Stage above
- Setting is used in the core subjects and in addition across some foundation subjects at KS4.

5. In-class Approach

- Enrichment/extension
- Working with others of like ability
- Differentiation
- Challenge within subject areas
- Differentiated homework

6. Out-of-class Activities

- Providing learning mentors for able students in order for them to develop higher order thinking skills and enabling them to establish a voice to inform us as teachers as to the provision they feel that they need: for example:
- Attending workshops and lectures
- Attending Open Days – particularly KS5
- ‘Saturday Trips’ for enrichment opportunities such as visits to the Natural History Museum/Science Museum

7. Process for Review and Development

- Review of the provision, its impact and subsequent development will be ongoing.
- It will be necessary to complete a detailed and accountable review on an annual basis

8. Use of Outside Agencies for Training, Provision, Etc

- Coordinator to attend any new and viable CPD courses to develop knowledge and understanding of any future changes to AMA/G&T provision.

Tring School
Governing Body
July 2015

Appendix A - AMA & Gifted and Talented Policy

Procedures

Monitoring Schemes

All AMA students meet with their tutor for a 1:1 discussion after a tracker/report has been issued. They complete an AMA Challenge Plan which is then shared with parents via linked documents in SIMS. The Challenge Plan helps students to identify areas of strength and areas for improvement. We aim to encourage students to focus on transferable skills to improve in some subject areas and suggest enrichment activities for areas of strength. Students will also set targets in this meeting; one for lessons and one for out of school. These targets are aimed at raising their attainment but also at improving enjoyment in a wider range of subject areas and broadening their horizons outside of the classroom.

G&T students are identified within a subject area and both extension and enrichment tasks are set by subject teachers. These may include work from a Key Stage above, lunch time clubs, mentoring of younger students in that subject, differentiated work for lessons and for home learning. Where possible, students may also be able to enter competitions within the school and with other schools in the Dacorum.

Tracker results for all students are recorded centrally and progress over the academic year is monitored.

The register for students is open. This means that students can both be placed on and removed from the register following monitoring and intervention. This would focus on 2 key factors: a) Students progress at different rates, b) AMA students will not necessarily be high performers in all subjects.

a) Students Progress at Different Rates

AMA students at KS3 and KS4 are identified using KS2 APS and KS2 data. It will be important to note that some students will excel at KS1 and KS2 but, despite support, stretch and challenge and interventions, these students may plateau or dip in performance at KS3 or KS4. It will therefore be necessary to monitor students closely and identify when intervention has occurred and what the outcome has been. This would give viable and accountable justification for removing students from the AMA provision list but records of this would need to be maintained for OFSTED. This also increases the importance of AMA provision at entry to Tring School in Year 7.

b) AMA Students will not necessarily be High Performers in all Subjects

Students who are identified as AMA are identified as such in all subjects. It is however likely those students will not always be the highest achievers in all subjects and may in fact be underperforming despite a range of intervention strategies. Interventions in any of these subjects will need to be recorded so that the student can be removed from the register for these subjects in a manner that is justified and accountable. A common scenario for this may be in Art, PE or Technology where there is a trend in the practical subjects that not all students who are statistically the most academic are also able in these areas. It would however be expected that these students are still challenged in the theoretical aspects of the subjects. Interventions in these subjects will be monitored so that statistical underperformance can be accounted for.

Responsibility for Co-ordinating and Monitoring Progress

From September 2015, the individual responsible for coordinating, developing and monitoring provision and progress will be Heather Golla with administrative support from Rebecca Foxcroft.

There will be a termly review