



Davenant Foundation School

Special Educational Needs Policy for 'Most able' Students and Gifted & Talented Students

Last Reviewed: November 2017

Next Review: November 2019

This policy has been reviewed and to the best of our knowledge we do not feel that it impacts on any group or individuals' equality rights within our school community

BELIEFS AND VALUES

All children are entitled to an education that will enable them to develop their full potential – intellectual, physical, aesthetic, creative, emotional, spiritual and social – and to live as well-adjusted, autonomous and valued members of society. All children have particular needs, which must be met if these goals are to be achieved. Ideally, the education of every child will be individually planned to make this possible.

All students have an entitlement to the following:-

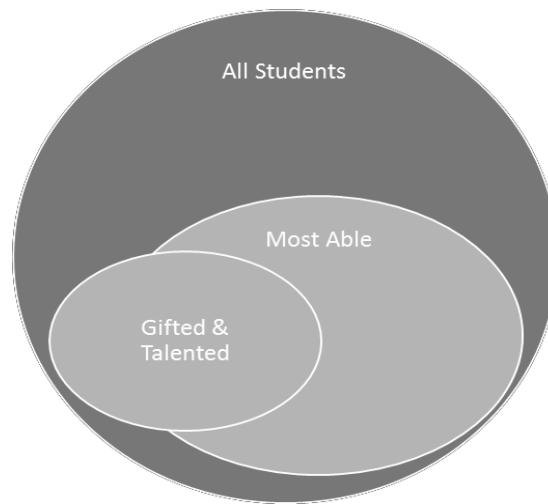
- Staff commitment to develop their potential to the full at all times.
- Lessons which stimulate, interest, challenge, inform, excite, encourage partnership and dialogue with teachers and invite active participation.
- Examinations and accreditation at 16+.
- Skilled, well-prepared, aware teachers who also have a perspective and understanding of whole-school needs, problems and policies, especially those which concern issues relating to gifted and talented students.
- An environment and a whole school ethos and belief which is stimulating and supportive of academic, sporting and other success.
- An entitlement beyond mere subject teaching, including preparation for adult life and preparation for the world of work via a range of extra curricular and enrichment activities.

Davenant Foundation School is committed to providing a sufficiently challenging curriculum for all its students along with opportunities to identify and in turn nurture the gifted and talented and their exceptional talents and abilities so that they can reach their full potential. This should be seen as an opportunity and not a problem.

Ofsted has moved the emphasis from Gifted and Talented students to students described as the 'most able' (Ofsted 'The most able students' June 2013; Ofsted 'Key Stage 3: the wasted years?' September 2015). At Davenant we are blessed with relatively high numbers of able students – this policy therefore reflects the need to

cater for and monitor both the large numbers of ‘most able’ students and the smaller number of students within that group that we have traditionally described as Gifted & Talented. Some children identified in school as Gifted and Talented may not be in the ‘most able’ group, this is most likely to be true of those identified as ‘talented’.

In essence the policy outlines the actions that individual teachers, departments and Senior Leadership will take to ensure that the ‘most able’ are stretched and challenged appropriately whilst also describing in more detail the identification and provision of the Gifted & Talented programme led and managed by the Gifted & Talented Co-ordinator.



DEFINITION OF ‘MOST ABLE’.

Ofsted (2013) Defined the ‘most able’ as those achieving Level 5, or better, in both English and Mathematics at KS2. As levels are soon to be dispensed with at Davenant we will define ‘most able’ as that group of students currently described as ‘High Attainers’ by FFT and in RAISE On-line. This currently equates to approximately 40% of Davenant students. When levels are no longer being produced we will continue to use this percentage of students as our guide to the ‘most able’ unless other indicators suggest we should adjust it up or down.

Provision for the ‘Most Able’.

- The Senior Team will ensure that staff are aware of which students are in the ‘most able’ cohort.
- Heads of Department will be responsible for ensuring that all schemes of work will include work that provides opportunities for ‘most able’ students to achieve their full potential.
- All staff will be aware of their role and responsibilities in the teaching, assessment and monitoring of the ‘most able’ students. Work will, where possible, be differentiated to appropriately cater for students of all abilities, with particular care being taken to ensure that homeworks have an element of challenge for students who are ‘most able’.
- Where departments run extra-curricula activities traditionally designed to cater for G&T students they will, where possible, also encourage the participation of all of the

students who indicate a special interest in the subject, with a particular emphasis on encouraging the ‘most able’.

Monitoring

- The ‘most able’ will be monitored by individual departments, Heads of Year and by the Senior Team regularly. This will happen each term via the Progress Review system and during pastoral academic monitoring.
- The ‘most able’ will also be a focus during Learning Walks, work scrutiny and Teaching and Learning reviews of specific cohorts, teaching areas or departments.

DEFINITION OF GIFTED AND TALENTED STUDENTS

In defining what is meant by the term ‘Gifted and talented’, Davenant Foundation School adopts the following definitions:

KS3

A Gifted student is one who has the analytical and interpretative skills to comfortably be able to cope in a top set in the year above their own.

A Talented student is one whose performance is of such quality and maturity that they could cope comfortably in a performing environment of students one to two years older than themselves.

GCSE

A Gifted student is one who has attained a high level of analytical and interpretative skills and is expected to attain a Grade 8/9 at GCSE.

A Talented student is one whose performance is of such high quality and maturity that they are expected to attain a Grade 8/9 at GCSE.

A Level.

A Gifted student is one who has the facility for a high level of INDEPENDENT learning and has attained a significant level of analytical and interpretative skills and is expected to attain at least an A at A Level.

A Talented student is one whose performance is of such INDEPENDENCE, quality and maturity that they are expected to attain at least an A at A Level.

NB: For GCSE and A Level students a prediction of Grade 8/9 or A is not necessarily sufficient to achieve a place on the G&T register. More is expected.

IDENTIFICATION OF GIFTED AND TALENTED STUDENTS

No one method of diagnostic identification is used as all have flaws, some are quite subjective and some important facets of ‘Gifted & Talented’ such as self-motivation and desire are often opaque. However Davenant Foundation School endeavours to obtain as much information about individual students as possible.

Gifted Data:

Key stage 3/4

- Information from feeder primary schools
- Assessment data which is used to establish our base line data (CAT’s, SAT’s GCSE and 4 Matrix)
- Subject-specific criteria and departmental recommendation

Key stage 5

- Information from GCSE and previous schools

- Assessment data which is used to establish our base line data (GCSE, 4 Matrix, ALPs and own Target Setting)
- Subject-specific criteria and departmental recommendation
- Evidence that suggests a capacity for high level of independent learning and demonstration of advanced analytical and interpretative skills. Likely to achieve A grades at A Level.

Identification

Key Stage 3/4 students will be identified principally by departmental recommendation through the referral process with the G&T Coordinator who will also be cognisant of the individual CAT Scores

The CAT score identification is the same as that used by the now defunct National Academy for Gifted and Talented Youth (NAGTY) at Warwick University.

One individual score a score of 128 or above in one of the CATs categories of Verbal Reasoning, Non-Verbal reasoning or Quantitative Reasoning or a score of 120 or above in any two of the criteria.

Key Stage 5 students will be identified principally by;

Individual departmental recommendation and are expected to have attained a Grade 8/9 at GCSE in the selected subject.

An additional criteria is by having achieved virtually all Grade 8/9s at GCSE in a specific area of study ie Biological Sciences, Physical Sciences and Mathematics, Literary Arts, Languages etc... thus demonstrating a specific aptitude.

The G&T Coordinator will also be cognisant of the achievement of an average GCSE score of 7.8 (to be reviewed) and above.

The G&T Coordinator will also be cognisant of the contextual information on those joining Davenant at KS5 who have achieved a high GCSE score but not necessarily 7.3 ie home educated students or those students attending an 11-16 school with significant challenges and a lower than average GCSE success rate for the whole cohort.

PROVISION AND MONITORING

The Curriculum

The school will provide Gifted and Talented students with their full entitlement to the National Curriculum and in addition, where possible, provide access to advanced opportunities that will continue to raise their aspirations and awareness of the subject areas.

- Heads of Department will be responsible to ensure that all schemes of work will include work that provides opportunities for Gifted and Talented students to achieve their full potential.
- All staff will be aware of their role and responsibilities in the identification, teaching, assessment and monitoring of the exceptionally able students identified by the Gifted and Talented criteria and subject-specific criteria.

Extra Curricular

The Coordinator for Gifted and Talented will coordinate the enrichment programme for those students identified as G&T within the school. This may include sessions provided by individual departments, faculties as well as general Gifted and Talented generic sessions provided by the coordinator themselves. The extra curricular provision will offer additional and different experiences to broaden the perspectives of these students and to enhance their thinking and analytical skills appropriate to their stage of education.

- Heads of Department will be encouraged to provide enrichment experiences within their field of expertise.
- The Gifted and Talented coordinator will monitor the opportunities provided to ensure a wide variety is on offer and that there is an active participation by students on the Gifted and Talented register.
- Students will be actively encouraged to enter local and national events, including residential courses and competitions.
- Opportunities will be provided for Gifted and Talented students to work together particularly during extracurricular activities.

Monitoring and Assessment

Monitoring and assessment will fall into two areas:

The first will be the specific departmental G&T assessment which occurs around the February half-term. For Year 7 the G&T Coordinator will be additionally cognisant of CAT scores and primary school recommendations.

For Year 12 it will be based primarily of GCSE attainment (see above)

The second will be part of the whole school assessment programme. On a termly basis the Gifted and Talented student's progress and effort will be monitored alongside all the other students. This process will afford us;

- Base and extension targets
- Regular and effective assessment to ascertain students' potential, performance and effort against the targets.
- Data created from the assessment process to identify and remedy under achievement.
- Close links between school and home.

Pastoral Care

In response to the monitoring process the pastoral teams of Tutors, Heads of Year and Associate Assistant Head Teachers will provide discrete pastoral care on an individual basis. This may take the form of;

- Peer mentoring from sixth formers
- Motivational work
- Individual or group mentoring from Staff

Celebration

In keeping with the whole school ethos, students' achievements and efforts will be celebrated thus establishing an atmosphere of achievement and a culture of effort and attainment.

ROLES AND RESPONSIBILITIES

RESPONSIBILITY FOR IDENTIFICATION AND PROVISION

Heads of Subject

- To prepare subject-specific criteria with subject staff
- To ensure all subject staff are aware of these criteria.
- To pass these criteria on to the Gifted and Talented Co-ordinator
- To identify students who meet the criteria.
- To pass these names on to the Gifted and Talented Co-ordinator
- To ensure provision of schemes of work which contain enrichment/extension material for more able / exceptionally able students.
- To ensure that teachers have registers that recognise who has been identified
- To ensure that the enrichment/extension material is being used by subject teachers.

Gifted and Talented Co-ordinator

- To gather names of identified students from all areas
- To categorise this information in a format agreed with the School Leadership Group and to communicate back to Heads of Subject.
- To prepare courses of action for students who are identified as Gifted and Talented by agreement with Senior Leadership Group.
- To monitor the provision for such students.
- To evaluate the progress made biannually.
- To consider the list of identified students annually

SPECIFIC PROVISION

Thinking & Reasoning

OCR Thinking & Reasoning Skills is a level 2 qualification aimed at KS3 that offers Gifted and Talented students, for whom it is appropriate, the opportunity to develop their analytical skills and prepare their thinking skills for GCSEs.

Top Ten Universities Programme DAVTUP: Stage 1

This programme is aimed at KS4 students and seeks to develop their aspirations to attend a Russell Group University. Students attend an aspiration / challenge day at either Oxford or Cambridge. Additionally, students attend a 'Subject Matters' conference at Cambridge University to gain further insight into optimum A Level subject choices.

Critical Thinking

OCR Critical thinking AS level offers Gifted and Talented Year 12 students, for whom it is appropriate, the opportunity to develop their analytical skills and to prepare them for university.

Top Ten Universities Programme DAVTUP: Stage 2

This programme provides Gifted and Talented sixth form students with motivation, advice, guidance and preparation for their university applications. This is achieved through numerous high quality and aspirational trips, visits and experiences.

EVALUATION

Responsibilities for evaluation will fall to the Gifted and Talented Co-ordinator and Pupil Support Administrator who will be accountable to the Assistant Headteacher (Teaching & Learning). Evaluation will be by a variety of means, including student interview, assessment data, staff feedback and regular review. Results of evaluation will be analysed annually and shared with the whole staff and governing body.