

**Academically More Able, Gifted and Talented Pupils**

<b>Date</b>	<b>Review Date</b>	<b>Coordinator</b>	<b>Nominated Governors</b>
<b>October 2018</b>	<b>October 2021</b>	<b>Aoife O'Grady Theresa Garnett DPO</b>	<b>Curriculum Committee</b>

We believe this policy should be a working document that is fit for purpose, represents the school ethos, enables consistency and quality across the school and is related to the following legislation:

- Education Act 1996
- Education Act 1997
- Data Protection Act 2018
- Standards and Framework Act 1998
- Education Act 2002
- Education Act 2003
- Equality Act 2010
- Education Act 2011

The following documentation is also related to this policy:

- Equality Act 2010: Advice for Schools (DfE)
- Race Disparity Audit - Summary Findings from the Ethnicity Facts and Figures Website (Cabinet Office)
- Data Protection: a toolkit for schools (DfE)
- Preparing for the General Data Protection Regulation (GDPR) - Information Commissioner's Office

We believe we have a duty to ensure that all children have equal rights to the opportunities offered by education and that all children will be encouraged to fulfil their potential in their academic, physical and creative achievements.

We want to give all children the right to access high quality educational experiences, to take part in a broad and balanced curriculum and to be part of the social life of the school.

We recognise that within the school we have academically more able, gifted and talented children. We believe that:

- academically more able children work above age related expectations in one or more area;
- talented children are those who work above age related expectations in art, music, dance, sport;
- gifted children work significantly above age related expectations in academic subjects;

We encourage individual children to develop their attributes and skills within a learning environment that embraces equality of opportunity. We strive to develop the gifts and talents of pupils by ensuring Quality First Teaching, robust assessment systems, challenging lessons, a variety of learning experiences in a secure learning environment.

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We will identify more able and talented children by:

- Teacher observations
- Staff discussions
- Analysis of pupils' work
- Teacher assessment
- Statutory assessments
- Analysis of data
- Discussions with parents
- Discussions with children
- Discussions with outside agencies and local clubs

We aim to work effectively with parents in order for pupils to fulfil their potential in their academic, physical and creative achievements.

We offer those identified pupils a variety of differentiated curricular activities; higher order questioning; additional support; access to in or out of school extra-curricular/enrichment activities; and the chance to further develop their talents with links to appropriate groups.

We are aware that the General Data Protection Regulations (GDPR) will entirely replace the current Data Protection Act (DPA) by making radical changes to many existing data protection rules and regulations that schools, academies and other educational establishments adhere to under the DPA. The principal aim of the GDPR is to strengthen and unify the safety and security of all data held within an organisation.

We acknowledge the new guidance given to all schools in the 'Data protection: a toolkit for schools' (DfE April 2018) regarding the appropriate use of personal data.

We wish to work closely with the School Council and to hear their views and opinions as we acknowledge and support Article 12 of the United Nations Convention on the Rights of the Child that children should be encouraged to form and to express their views.

We as a school community have a commitment to promote equality. Therefore, an equality impact assessment has been undertaken and we believe this policy is in line with the Equality Act 2010.

We all have a responsibility to ensure equality permeates in to all aspects of school life and that everyone is treated equally irrespective of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation. We want everyone connected with this school to feel safe, secure, valued and of equal worth.

We acknowledge the findings of the Race Disparity Audit that clearly shows how people of different ethnicities are treated across the public services of health, education, employment and the criminal justice system.

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The educational section of the audit that covers: differences by region; attainment and economic disadvantage; exclusions and abuse; and destinations, has a significant importance for the strategic planning of this school.

We aim to be judged at least good in all school inspections by ensuring that standards for all pupils are higher than schools of a similar size and that standards continue to improve faster than the national trend.

We believe it is essential that this policy clearly identifies and outlines the roles and responsibilities of all those involved in the procedures and arrangements that is connected with this policy.

### **Aims**

- To identify at an early stage academically more able, gifted and talented children.
- To address and develop specific skills and talents by providing wider opportunities and expectations by extending teaching and learning skills.
- To ensure compliance with all relevant legislation connected to this policy.
- To work with other schools and the local authority to share good practice in order to improve this policy.

### **Responsibility for the Policy and Procedure**

#### **Role of the Governing Body**

The Governing Body has:

- appointed a member of staff to be responsible for Academically More Able, Gifted and Talented Co-ordinator;
- delegated powers and responsibilities to the Headteacher to ensure all school personnel and stakeholders are aware of and comply with this policy;
- responsibility for ensuring that the school complies with all equalities legislation;
- nominated a designated Equalities governor to ensure that appropriate action will be taken to deal with all prejudice related incidents or incidents which are a breach of this policy;
- responsibility for ensuring funding is in place to support this policy;
- responsibility for ensuring this policy and all policies are maintained and updated regularly;
- responsibility for ensuring all policies are made available to parents;
- the responsibility of involving the School Council in:
  - determining this policy with the Governing Body;
  - discussing improvements to this policy during the school year;
  - organising surveys to gauge the thoughts of all pupils;
  - reviewing the effectiveness of this policy with the Governing Body
- nominated a link governor to:
  - visit the school regularly;
  - work closely with the Headteacher and the coordinator;

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- ensure this policy and other linked policies are up to date;
  - ensure that everyone connected with the school is aware of this policy;
  - attend training related to this policy;
  - report to the Governing Body every term;
  - annually report to the Governing Body on the success and development of this policy.
- responsibility for the effective implementation, monitoring and evaluation of this policy.

### Role of the Headteacher

The Headteacher will:

- work in conjunction with the Senior Leadership Team to ensure all school personnel, pupils and parents are aware of and comply with this policy;
- work closely with the link governor and coordinator to:
  - develop a whole strategy for identifying academically more able, gifted and talented children;
  - plan strategically for the development of academically more able, gifted and talented children;
  - involve learners and parents/carers when planning improvements to provision;
  - take account of the views of learners and parents;
  - promote high quality teaching and learning;
  - develop a range of learning experiences within and outside school;
  - provide appropriate challenge to extend the breadth and depth of learning experiences;
  - ensure adequate funding is in place to develop provision for academically more able, gifted and talented children;
  - develop partnerships with curricular and extra-curricular enrichment organisations;
  - share good practice with other schools;
  - improve the use and analysis of data;
  - ensure transition arrangements between settings are in place and consistent.
- provide leadership and vision in respect of equality;
- provide guidance, support and training to all staff;
- monitor the effectiveness of this policy by:
  - monitoring learning and teaching through observing lessons
  - monitoring planning and assessment
  - speaking with pupils, school personnel, parents and governors
- annually report to the Governing Body on the success and development of this policy.

### Role of the Co-ordinator

The co-ordinator will:

- lead the development of this policy throughout the school;
- work closely with the Headteacher and the nominated governor;

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- ensure that the identification strategies are in place;
- keep an Academically More Able, Gifted and Talented register;
- monitor progress of the children on the register each term in order to ensure that pupils are on track to meet targets;
- ensure records are kept by school personnel;
- lead staff discussions and training;
- liaise with parents offering advice and support;
- liaise with the governor with responsibility for more able and talented children;
- ensure that adequate resources are in place;
- keep up to date with new developments and resources;
- review and monitor;
- annually report to the Governing Body on the success and development of this policy.

### Role of the Teaching and Support Staff

Teaching and support staff will:

- provide Quality First Teaching, small group intervention and individualised teaching;
- have high expectations for all pupils;
- ask parents to identify their child's talents and abilities when they enter the school and at parent-teacher consultations;
- endeavour to identify academically more able, gifted and talented children at an early stage by looking for those pupils who:
  - have learnt to speak early;
  - have a wide vocabulary;
  - ask lots of questions;
  - grasp new concepts earlier than others;
  - have a retentive memory;
  - be curious and able to concentrate for long periods of time on things they are interested in;
  - have a wide general knowledge;
  - enjoy problem solving;
  - have an unusual and vivid imagination;
  - show strong feelings and opinions;
  - be perfectionists;
  - set high standards for themselves;
  - get bored easily.
- look for pupils who excel in either games, gymnastics, dance, athletics, swimming, outdoor adventure and demonstrate the following qualities:
  - high level co-ordination
  - high levels of physical motivation
  - think strategically and motivation
  - thoughtful and independent performers
  - know how to improve skills from observation
  - independent decision makers

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- creative and original
  - enjoys new challenges and activities
  - enjoys being coached to high standard
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- encourage pupils of all backgrounds to be proud of their abilities and to make the most of them;
  - use prior assessment and future targets to inform planning;
  - ensure that planning meets the needs of these children;
  - use differentiation effectively;
  - use a variety of teaching and learning strategies to develop these children;
  - provide lessons that motivating, engaging and challenging;
  - create a learning environment that will inspire, encourage and challenge children;
  - inform parents when their child has been placed on the register for academically more able, gifted and talented children;
  - show parents how to support their child outside school;
  - keep parents informed of the progress made;
  - implement the school's equalities policy and schemes;
  - report and deal with all incidents of discrimination;
  - attend appropriate training sessions on equality;
  - report any concerns they have on any aspect of the school community.

### Role of Subject Leaders

Subject leaders will:

- be responsible for ensuring effective provision in their subject area;
- keep a register of pupils who show a particular ability in their subject area;
- ensure Quality First Teaching, small group intervention and individualised learning;
- ensure that teachers planning shows activities that breadth and depth and the effective use of differentiation for developing learning;
- support class teachers in providing advice on developing challenging tasks;
- ensure pupils are on track to meet their targets;
- provide when appropriate Exceptional Education Plans
- ensure current information is passed between phases as part of the transition arrangements;
- provide effective curriculum subject plans.

### Role of Pupils

Pupils will:

- be aware of and comply with this policy;
- learn to take pride in their work;
- produce work of a high standard;
- listen carefully to all instructions given by the teacher;
- ask for further help if they do not understand;
- participate fully in all lessons;
- participate in discussions concerning progress and attainment;
- treat others, their work and equipment with respect;

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- support the school Code of Conduct and guidance necessary to ensure the smooth running of the school;
- talk to others without shouting and will use language which is neither abusive nor offensive;
- hand in homework properly completed and on time;
- wear correct uniform
- liaise with the school council;
- take part in questionnaires and surveys;
- take part in setting their own targets.

### **Role of Parents/Carers**

Parents/carers will:

- be encouraged to support their child at all times;
- inform the school of their child's talents and skills;
- inform the school of any special achievements out of school;
- work closely with the school;
- be encouraged to take an active role in the life of the school by attending:
  - parents and open evenings
  - parent-teacher consultations
  - class assemblies
  - school concerts
  - fundraising and social events
- be encouraged to work in school as volunteers;
- be encouraged to organise after school clubs or groups;
- be asked to take part periodic surveys conducted by the school;
- ensure regular and punctual attendance;
- notify school on the first day of pupil absence;
- have holidays in term time and authorised by school;
- encourage effort and achievement;
- encourage completion of homework and return it to school;
- provide the right conditions for homework to take place;
- hand in homework on time;
- support the school Code of Conduct and guidance necessary to ensure smooth running of the school;
- ensure correct school uniform is worn.

### **Role of the Data Protection Officer**

The Data Protection Officer will:

- have expert knowledge of data protection law and practices;
- inform the school and school personnel about their obligations to comply with the GDPR and other data protection laws;
- ensure data management is strengthened and unified;
- monitor compliance with the GDPR and other data protection laws;

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- manage internal data protection activities;
- ensure risk and impact assessments are conducted in accordance with ICO guidance;
- report data breaches within 72 hours;
- ensure individuals have greater control over their personal data;
- ensure that prior to the processing of an individual's data that:
  - the process is in line with ICO guidance;
  - the process is transparent;
  - the individual will be notified;
  - the notification is written in a form that is understandable to children;
  - when sharing an individual's data to a third party outside of school that details for the sharing are clearly defined within the notifications.
- share an individual's data where it is a legal requirement to provide such information;
- process all written subject access requests from individuals within 40 days of receiving them;
- have in place a formal contract or service level agreement with a chosen data processor who is GDPR compliant;
- ensure the secure disposal of redundant data and IT hardware holding data in compliance with ICO guidance;
- train school personnel;
- conduct audits.
- be the first point of contact for supervisory authorities and for individuals whose data is processed;
- keep up to date documentation of all data protection activities.
- work closely with the Headteacher and nominated governor;
- periodically report to the Headteacher and to the Governing Body;
- annually report to the Governing Body on the success and development of this policy.

### Raising Awareness of this Policy

We will raise awareness of this policy via:

- the School Handbook/Prospectus
- the school website
- the Staff Handbook
- meetings with parents such as introductory, transition, parent-teacher consultations and periodic curriculum workshops
- school events
- meetings with school personnel
- communications with home such as weekly newsletters and of end of half term newsletters
- reports such annual report to parents and Headteacher reports to the Governing Body
- information displays in the main school entrance

### Training

All school personnel:

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- have equal chances of training, career development and promotion
- receive training on this policy on induction which specifically covers:
  - All aspects of this policy
  - Curriculum
  - Differentiation
  - Assessment
  - Teaching and Learning
  - Key Skills
  - Target Setting
  - Marking
  - Homework
  - Parent Involvement (Engagement)
  - Monitoring and Evaluation
  - Equal opportunities
  - Inclusion
- receive periodic training so that they are kept up to date with new information
- receive equal opportunities training on induction in order to improve their understanding of the Equality Act 2010 and its implications

### Equality Impact Assessment

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation.

This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at this school.

### Monitoring the Implementation and Effectiveness of the Policy

The practical application of this policy will be reviewed annually or when the need arises by the coordinator, the Headteacher and the nominated governor.

A statement of the policy's effectiveness and the necessary recommendations for improvement will be presented to the Governing Body for further discussion and endorsement.

### Linked Policies

- Assessment
- Data Protection and the General Data Protection Regulation (GDPR)
- Differentiation
- Extra-curricular Activities      Curriculum
- Homework
- Key Skills
- Marking

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- Monitoring and Evaluation
- Parent Involvement (Engagement)
- Target Setting
- Teaching and Learning

### See Appendices Documents section on Policies for Schools Website

- Frequency of Policy Monitoring
- Monitoring Implementation and Policy Effectiveness Action Plan
- Initial Equality Impact Assessment
- Policy Evaluation
- Policy Approval Form

<b>Headteacher:</b>	Sean Flood	<b>Date:</b>	October 2018
<b>Chair of Governing Body:</b>	Derek Vitali	<b>Date:</b>	October 2018