



Dixons Allerton Academy

Gifted and Talented Scholars

Responsibility for Review: Senior Leadership Team

Statement of intent

At Dixons Allerton Academy we are committed to providing the best possible standard of education and personal development for all pupils, regardless of ability. Within this context, we aim to meet the needs of specific groups of learners, such as Special Educational Need (SEN), English as Another Language (EAL) and Gifted & Talented (G&T).

Signed by :.....

Date:.....

(Principal)

Signed by :.....

Date:.....

(Chair of Governors)

Definitions and Terminology

Gifted and Talented pupils are those who achieve, or have the potential to achieve, significantly higher than their peers. There is a distinction between:

Gifted pupils who excel in one or more academic subject

Talented pupils who demonstrate outstanding ability in: Art, Design, Music, P.E., Dance or Drama.

It is recognised that a number of pupils are both gifted and talented.

We also recognise a wide range of abilities, including:

- Leadership skills
- Organisational skills
- Mechanical ingenuity
- Interpersonal Skills.

Aim

To raise achievement and aspirations among all pupils by:

- Challenging and supporting the most able, gifted and talented pupils to push the boundaries of what is possible.
- Recognising and celebrating high achievement
- Developing appropriate teaching and learning styles.

Objectives

- To identify and keep under review an Academy register of gifted and talented pupils.
- To raise awareness of particular educational needs of gifted and talented pupils.
- To ensure all gifted and talented pupils are provided with a broad, balanced and appropriate curriculum with effective differentiated educational provision
- To provide stimulating enrichment activities to realise and develop specific skills or talents.
- To encourage a concern for the whole child, social, emotional and intellectual
- To stimulate the motivation of gifted and talented pupils, particularly those from disadvantaged backgrounds or who are underachieving.
- To target underachieving pupils using a series of Intervention Strategies, including a mentoring programme.
- To develop and sustain a high achieving learning ethos throughout the school

Identification

Identification Strategies

It is recognised that the identification process will be a flexible, continuous, whole Academy process, underpinned by procedures within individual departments.

The most challenging task is to identify, track, monitor and intervene with the able under-achiever. Staff should be familiar with the characteristics of able underachieving pupils.

The Academy gifted and talented register is inclusive; because its definition is not restricted to only the academically able, but recognises a wide range of human talents and abilities, a significant proportion of the school community will be identified.

It will ensure that, in terms of ethnicity, the cohort is representative of the Academy's population.

Identification is not an end in itself; it is only valuable if it leads to better provision.

The following strategies are used to identify, with the understanding that they all have their limitations:

- Quantitative data such as NFER scores, MidYis data.
- Internal summative and formative data, such as SARS.
- Identification through provision.
- Teacher recommendation, using subject-specific criteria.
- Parental nomination.
- Use of checklists outlining typical behaviour of underachieving pupils.

The register will be reviewed twice yearly. Pupils may be added or removed if:

- a) talented s/he no longer pursues the talent for which s/he is registered.
- b) identified previously s/he no longer shows evidence of attainment or potential.

In Detailed Summary

1. Initially identification is made following the outcomes of tests conducted in the Autumn Term of Year 7.
2. During Years 8-13 teacher recommendation will be made across all curriculum areas. As a consequence, the cohort of children identified as more able in Year 7 may change -liable to increase.
3. Further identification may be made through reference to external data, such as music exam grades or membership of County Orchestras, rugby / football coaching certification, Dance / Drama exams. This identification will be particularly relevant to the talent domains.
4. As of Spring 2011 transfer information from KS2 to KS3 will be made available as Primary Schools are required to produce their own School Registers for G&T students. The G&T co-ordinator will attend Primary Liaison meetings so that pupils identified in KS2 can be provided for on entry to DAA alongside, and in liaison with HOH.

Parents should, however, be aware that not all students identified at Primary level will meet the criteria appropriate to Secondary education. A child's performance at secondary school will be the key indicator to giftedness/talent as the student progresses through the school.

Children identified by these criteria will form DAA G&T Register.

Once created, the Academy Register will be stored electronically and updated bi-annually by both the G&T co-ordinator and Faculty / Departmental teams.

The Register is used to inform Teaching staff, Students and Parents/Carers. It is used to identify students for whom curricular and extra-curricular G&T provision should be made available.

The Register is separate to, and should not be confused with the Tracking and Monitoring Document which is accessed by the G&T Co-ordinator to monitor achievement, success and underachievement. Information is then disseminated to DOLs where Intervention Strategies are implemented both through Faculty and G&T.

Grouping

For teaching gifted and talented pupils:

- Where setting takes place, it is understood that top sets are not homogeneous; ability ranges within one set may be vastly different. The most able will still need to be extended and work differentiated.
- Where setting does occur there must be flexibility to enable pupils to move easily from one set to another.
- Where pupils are taught in mixed ability classes, learning and teaching programmes will be matched to pupils' ability. This includes consistent provision for the most able.

Teachers are encouraged to carefully consider the seating arrangements within their teaching groups, and to adopt a varied and flexible approach.

The Curriculum

The more able learner has access to a growing and personalised curriculum at Dixons Allerton Academy. Students are tracked and monitored from Year 7 and placed on pathways that reflect both their ability and their interests.

In several subjects, students have the opportunity to access GCSEs when they are ready to take them. This not only increases chance of high achievement but also takes into account social and interpersonal stages of development in selected key groups including gender.

Each subject area holds subject-specific criteria outlining what constitutes expertise in their area. Heads of Department are responsible for developing Schemes of Work that indicate extension tasks designed to meet the needs of students demonstrating such expertise.

Subject staff are expected to integrate provision and strategies for more able learners that are clearly identified on lesson plans, and clearly evident in practice.

DAA recognises that achievement comes through a combination of factors such as innate ability, opportunity and personal motivation. Variety in provision will ensure that opportunities are maximised.

The long term aim is to have programmes of work which have enrichment and extension activities built into them at every stage. This includes **questioning strategies that challenge higher order thinking**. Strategies for able pupils include:

- Extension and differentiation – **not more work but more appropriate work**.
- Stimulating lessons, with pace, multiple intelligences and diversity so that pupils are motivated by challenge.
- A skills based curriculum with an emphasis on high order thinking skills, such as
- problem solving, decision making, predicting, evaluation.
- Learning outcomes which are not routine but are creative and have a degree of open endness and uncertainty to permit learners to impose meaning, make reasoned
- judgements or produce multiple solutions.
- The opportunity to take risks in an organised way and, sometimes, to fail.

Out of Class Activities

- Enrichment activities including visits, master-classes, summer schools.
- Competitions.
- School clubs which offer music, drama, art and sporting opportunities.
- Appropriate pastoral care and counselling, including the Tutor, HOH, House Managers, Mentors

Characteristics of Able Underachievers

- A marked difference between the quality of oral and written work.
- A task started well but then unfinished and/or rushed as concentration diminishes.
- Bored for much of the time but odd flashes of brilliance when interested.
- A poor team member failing to co-operate in a group situation.
- Hypercritical of the efforts of themselves and other people.
- Often day-dreaming rather than getting on with the task in hand.
- Performing noticeably better in just one of two areas where the relationship with the teacher 'gels'.
- Shows a dislike of routine tasks but sometimes sparkles when the work is of a more unusual nature.
- Wide mood swings, making it difficult for other people to get a reasonably consistent response.
- Posing challenging questions showing perception.

Tracking and Monitoring

This occurs at more than one level. All identified able students progress will be tracked and monitored by the Lead Teacher for G&T Emma Butterworth through analysis of TA and data entries.

There will be appropriate intervention if problems such as underachievement are identified and exceptional performance will be celebrated. * See Intervention Strategies

Monitoring will occur through:

- AFL Tracking and Progress Reporting during Learning Family Time

- Data analysis from TA and External Exam Results
- Student Review and Feedback (questionnaire, student voice)
- Learning Walks

Intervention Strategies

Intervention will occur at a personalised level. Where a student may be academically achieving, it is equally important that they are challenged socially and personally.

Where the G&T Co-ordinator, HOH, Tutor, Teacher or House Manager is concerned about the progress of a more able learner, the following strategies may be implemented.

- Assertive Mentoring – trained members of staff who have volunteered to mentor on a 1-1 basis
- Peer Mentoring – Post 16 G&T students will take a small cohort of more able younger learners to mentor
- University Mentoring – Students from Bradford University will be present in school to mentor more able learners
- Parental Contact via telephone, letter, progress meeting
- Parental Contact via G&T Review Eve
- Learning Family Peer Mentoring
- Subject Specific/ Whole School Intervention