

Italia Academy of Theatre Arts
Gifted and Talented Pupils Policy

OVERVIEW

At Italia Conti we believe that all pupils are entitled to an education that will enable them to develop their full potential, be that intellectual, physical, aesthetic, creative, emotional, spiritual or social; finding appropriate challenge in our learning environment.

All pupils have individual needs, which put personalised learning at the heart of our and learning and teaching. The school is committed to providing an equality of challenge for all pupils and an inspiring education for life.

Values:

- Vision, values, culture and ethos are shared by the whole school community.
- Pupils are happy, secure, and confident and valued for their individuality.
- Pupils develop spiritual and moral values, self-discipline, responsibility, resilience and respect for themselves, others and the environment.
- Staff who are energetic, passionate about their subject and committed to the value of an all-round education.
- A positive and inclusive relationship is nurtured with parents, alumni, and the wider community.
- The school at all times holds true to the promotion of fundamental British Values and the school's ethos.

Learning:

- Pupils achieve their academic potential through outstanding teaching which is forward-looking, encourages independent thinking and lays the foundations for lifelong learning.
- Staff members continue to develop in their roles through high quality support, guidance and on-going training.
- An inspirational learning environment support the philosophy and aims of the school.
- Regular and robust self-evaluation and collective review ensures that the whole school is a learning organisation.

Interests:

- The curriculum is broad and balanced, offering rich and varied opportunities for the development of vocational excellence, academic interest and intellectual curiosity.
- The cross over between the vocational and academic curriculum areas offer a wide range of enriching, enjoyable and challenging activities, which stimulate and develop the interests of each child, and promote a healthy lifestyle.

General Rationale

At Italia Conti, we aim to provide entitlement to:

- Lessons that stimulate, engage, challenge, inform, excite or encourage through partnership and dialogue with teachers and other students, and active participation in the lesson.
- Courses that lead to examinations and accreditation.
- Staff commitment and training to develop students' full potential at all times.
- Skilled, organised and informed teachers who have a perspective and understanding of whole school needs, problems and policies, especially those concerning issues related to those students identified as Able, Gifted & Talented.
- An entitlement beyond subject teaching, including preparation for adult life and preparation for the world of work. This should include extra-curricular activity, personal and social education, careers guidance and in some circumstances, counselling, visits to local industry, enrichment and enterprise, work experience and community service.

Links to other policies

This policy applies to all members of our school community and Italia Conti is fully committed to ensuring that the application of this Able, Gifted and Talented policy is non-discriminatory in line with the UK Equality Act (2010).

Further details are available in the school's Equal Opportunity Policy document.

Miss Makins and Mrs Wilson will lead the Gifted and Talented provision 2015-2016 the policy should be read in conjunction with the following documents:

- SEND Policy
- Curriculum Policy
- Teaching and Learning Policy

The next review date is September 2016.

Definitions

Please Note: All of our pupils are highly creative and have chosen a vocationally gifted pathway when they join Italia Conti.

Able pupils

'Able pupils' refers to pupils who achieve, or have the ability to achieve, above average (compared with the attainment of other students in their year group at Italia Conti) in one or more of the National Curriculum subjects.

Gifted pupils

'Gifted pupils' refers to pupils who achieve, or have the ability to achieve, **significantly** above average (compared with the attainment of other pupils in their year group at Italia Conti) in one or more of the National Curriculum subjects.

Talented pupils

Talented refers to those students who achieve, or have the ability to achieve, **significantly** above average in art, technology, performing arts, physical education or in areas requiring visio-spatial skills or practical abilities (these could include a range of non-traditional areas) compared with the attainment of other students in their year group.

According to Renzulli (1986) giftedness not only involves above average ability but also involves task commitment and creativity. Task commitment and creativity have been included for the following reasons:

- To let students know that there is more to being on the Able, Gifted and Talented register than high achievement in test scores. Commitment and application of ability is also required. To help curriculum areas to identify those pupils who have the potential to be highly productive and not just the pupils who come in with high target grades.
- To raise awareness of the fact that provision for the Able, Gifted and Talented also needs to encourage task commitment and creativity.

Pupils with high task commitment might show the following:

- The capacity for high levels of interest, enthusiasm, fascination and involvement in a particular problem, area of study, or form of human expression.
- The capacity for perseverance, endurance, determination, hard work, and dedicated practice. Setting high standards for one's work; maintaining openness to self and external criticism; developing an aesthetic sense of taste, quality, and excellence about one's own work and the work of others.

Pupils with high creativity might show the following:

- Fluency, flexibility, and originality of thought.
- Openness to experience; receptive to that which is new and different (even irrational) in thoughts, actions, and products of oneself and others.
- Curious, speculative, adventurous, and "mentally playful"; willing to take risk in thought and action, even to the point of being uninhibited.
- Sensitivity to detail and aesthetic characteristics of ideas and things.
- Willingness to act on and react to external stimulation and one's own ideas and feelings.

Identification

Able, Gifted and Talented students are identified by making a judgement based on an analysis of various sources of information, including:

- Teacher nomination (based on classroom observation, work scrutiny)
- Checklist of characteristics – generic and subject specific
- Examination results (GCSE)
- Test scores (MidYIS; Yellis;)
- Vocational Awards

Mrs Wilson and Miss Makins lead on the register detailing the subjects for which students have been identified as "Gifted" or "Talented", and additionally records those students who have been identified as being in the top 2% nationally as indicated by the MidYIS/Yellis scores.

Additional Methods of Identification

If at any point a pupil is recommended as being Able, Gifted and Talented, then it will be the responsibility of the Gifted and Talented Teacher to investigate this. This may be done using the following methods:

- Discussion with the pupil
- Discussion with relevant staff, (teachers, form tutors, Head Teacher, support specialist) to include test data and examination of pupil's work where relevant

Staff will use the AG&T register to identify students and provide appropriate provision for them in lessons.

Towards the end of each academic year each department will be asked to review the lists of their AG&T pupils for each year group. At this point the following options are possible:

- Pupils currently on the register remain on the register (no evidence required)
- Pupils who have consistently met the A,G and T criteria could be added to the register (no evidence required)
- Pupils could be removed from the registers if they have failed to meet the criteria (subjects must give brief reasons to the Gifted and Talented teachers for this in writing. The reasons could include: behaviour concerns, homework concerns, effort concerns, absence, attainment concerns and must include any intervention that has been put in place).

This information will then be used to form the AG&T register for the following year.

Provision: in-class approach

Strategies include:

- The coherent management of pupil groupings (whether in mixed ability groups or ability sets) and recognition that whilst there may be a higher concentration of able, gifted and talented pupils in some groups there will be pupils who have gifts and talents in all groups.
- The provision of enrichment/extension activities and tasks.

- The provision of opportunities for able, gifted and talented pupils to work with pupils of similar ability. This will mean that it is appropriate for pupils to work with older pupils occasionally.
- Differentiation within curriculum areas, including on occasions, differentiated homework/independent study.
- The development of independent learning by allowing pupils to organise their own work, to carry out tasks unaided, evaluate their work and become self-critical.
- Mentoring, with particular emphasis on those able, gifted and talented students who are deemed to be under-achieving.

Provision: out-of-class activities

The following are offered on a regular basis and, although these benefit all pupils, they are particularly apt for ensuring that pupils who have potential in these areas are given opportunities to practice and extend their skills:

- Challenge days, such as cross-curricular initiatives.
- AG&T trips
- The encouragement of pupils to enter local and national events, including residential courses and competitions.
- Enrichment and Co-curricular programme – some will be by invitation only specifically for Able, Gifted and Talented pupils e.g. STEM club
- Concerts, Drama workshops and performances.
- Sporting competitions and elite training activities.
- Master-classes and conferences.
- Visiting Speakers.
- Networking with link schools.

Responsibility

With support from the Head Teacher, the AG&T Co-ordinator will have responsibility:

- to gather names of identified students from all areas.
- to prepare a register of the top 5-10% of each cohort year.
- to categorize this information in a way agreed with the senior management team and to communicate back to heads of department.
- ensuring the policy is implemented.
- co-ordinating the monitoring of progress.
- ensuring that the professional development programme includes relevant aspects of Able, Gifted and Talented provision.
- to evaluate, annually, the progress made by students and provision generally.
- to consider, annually, the list of identified students.
- to co-ordinate extra-curricular opportunities for challenge.
- to liaise closely with the Librarian with regard to providing further opportunities for stretch and challenge.

Subject Teachers will have the responsibility:

- to prepare subject specific criteria re AG & T pupils.
- to inform the Head Teacher, Gt'T teachers and school staff of these criteria.
- to keep a record of criteria and pass on to the AG&T Teachers.
- to identify students who meet the AG & T criteria.

- to provide schemes of work that contains enrichment/extension or differentiated material for identified students.
- to ensure that any enrichment/extension or differentiated material is being used by subject teachers.

The school teaching team will have the responsibility:

- to be aware of AG&T pupils in their year group.
- to highlight to the G&T teachers, pupils who seem to meet the AG&T criteria.
- to ensure that enrichment/extension opportunities are passed on and made available to identified AG&T pupils.
- to work closely with the AG&T teachers in keeping information of pupils on the register up to date.
- to evaluate the progress made by students and provision generally, in particular any AG&T pupil who may be underperforming.

Process for Review and Development

The list can be updated at any time but there will be a major review after the end of year exams and on receipt of updated MidYIS/Yellis data. The provision is reviewed on an annual basis in the summer term by the teacher leads of the Gifted and Talented Programme in conjunction with Head Teacher.

Resources

All staff are welcome to speak to the AG&T teachers for guidance, additional information and supplementary resources.

Equal Opportunities

Every child is treated equally in trying to meet his/her individual needs.

Health and Safety

The School's Health and Safety Policies are adhered to.

Evaluation

As with all our school policies, the transfer to consistent practice across the school is of paramount importance and thus we must evaluate our progress. The responsibility for evaluation will fall to the AG&T teachers who will report directly to the Head Teacher. Results of evaluation will be discussed annually at senior team meetings and shared with the Quality Assurance Board.

According to DFE 'Gifted' and 'Talented' is defined as:-

- Able pupils
- More able pupils
- The very able
- Exceptionally able
- Gifted children
- Those with exceptional talent
- Pupils with marked aptitude

The following areas have been identified as being the main areas of ability and are based on the Howard Gardner seven intelligences. Category A includes gifted pupils and B to E pupils who are talented.

A. **Intellectual** (aspects of English, mathematics and science)

B. **Artistic and Creative** (art, design, music, drama.)

C. **Practical** (design and technology, mechanical ingenuity)

D. **Physical** (PE, sports, dance)

E. **Social** (Personal and interpersonal, leadership qualities, working with adults)

F. A pupil who could be recognised as gifted or talented but who is presently not reaching his or her full potential.