



Policy on Highly Able, Gifted and Talented Pupils

1.1: PHILOSOPHY AND AIMS

In accordance with the wishes of its founder, Blessed John Henry Newman, The Oratory School strives to develop the whole person by:

- fostering an environment in which all pupils are happy, secure, confident and valued .
- stimulating all pupils to achieve their academic potential.
- encouraging the development in each pupil of spiritual and moral values, self-discipline, responsibility, and respect for others and the environment.
- offering a wide range of enriching co-curricular activities.
- promoting independent thinking and lifelong learning through innovative educational practice.
- nurturing a positive relationship with parents, Old Oratorians, and the wider community.
- supporting and developing enthusiastic, dedicated staff who feel committed to the School.

1.2: POLICY STATEMENT

At The Oratory School we believe that all children 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 students have individual needs, which put personalised learning at the heart of our teaching and learning.

The Oratory School is committed to providing a sufficiently challenging curriculum for all its students. In addition, we will provide opportunities to identify and in turn nurture those who are more able.

All students have an entitlement to the following:

- Staff commitment and training to develop students' full potential at all times.

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- Lessons that stimulate, engage, challenge, inform, excite or encourage through partnership and dialogue with teachers and other students as well as active participation.
- Courses that lead to examinations and accreditation.
- Skilled, well-prepared and informed teachers who have a perspective and understanding of whole-school needs, problems and policies, including those concerning issues related to those students identified as AG&T.
- 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, work experience and community service.

2.1: RESPONSIBILITIES

This policy should be read in conjunction with Special Educational Needs and Teaching and Learning policies.

Current Staff

Head Master	JJ Smith, BA, MEd, PGCE
Deputy Head - Academic	M Syddall, MA, MSt, TESOLcert
AG&T Coordinator	M Syddall, MA, MSt, TESOLcert
Head of Curriculum Support	Mrs K Pike, BMus, BEd, PGCE cert (SENCO)
Heads of all teaching Departments	As listed in school documents and on website

Organisation of Staff Responsibilities

2.2 THE DEPUTY HEAD - ACADEMIC will have the responsibility:

- to monitor Departmental schemes of work for differentiated material through Heads of Departments, including provision for the highly able, gifted and talented pupils of the School.

2.3 THE AG&T COORDINATOR will have responsibility:

- to gather names of identified students from all areas of the curriculum.
- to prepare a register of the identified students.
- to categorise this information in a way agreed with the senior management team and to communicate back to heads of department.
- to prepare courses of action for students who are identified as able in many areas (by agreement with senior management).
- to monitor the provision for more able students .
- to evaluate, annually, the progress made by students and provision generally.
- to consider, annually, the list of identified students.
- to keep up to date (through INSET) with current AG & T practice.

With support from the SMT and the Curriculum Support Department.

2.4 THE HEADS OF DEPARTMENT will have the responsibility:

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- to prepare subject specific criteria re AG&T pupils.
- to inform departmental staff of these criteria.
- to keep a record of criteria and pass on to the AG&T coordinator.
- to identify students who meet the AG&T criteria.
- to pass these names onto the AG&T coordinator.
- to provide schemes of work that contain enrichment/extension or differentiated material for identified students.
- to ensure that teachers have registers that recognise who has been identified as more able.
- to ensure that any enrichment/extension or differentiated material is being used by subject teachers.

These responsibilities may be delegated to a departmental coordinator of AG&T provision, under the supervision and monitoring of the HoD.

3.1: DEFINITION

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.

The above list is not exhaustive and students may display exceptional abilities in a wide number of areas.

In defining what is meant by the term 'more able', we have adopted the following definitions:

- those who show an exceptional ability. This might be in a curriculum area such as mathematics, music, art or sport.
- those pupils who are assessed as gifted through an Educational Psychologist's report, or Baseline testing.
- those students who possess a general academic learning ability that is significantly greater than that of most of their peers.

3.2 IDENTIFICATION

No one method of identification can be entirely accurate since subject-specific criteria will develop. We would endeavour to identify our AG&T pupils through a variety of methods. We obtain as much information about individual students as possible.

The methods employed include:

- information from any previous schools.
- internal and external assessment and testing (Midyis, Yellis, ALIS, Insight)
- formal assessment by an Educational / Clinical / Child Psychologist.
- specific criteria developed by subjects.
- teacher observation and recommendation (based on classroom observation, discussions with pupils, work scrutiny)
- rate of progress including value-added data and reference to prior attainment/achievement.
- attainment levels / grades (music; speech & drama; sporting)

At the beginning of each academic year The Oratory School AG&T Coordinator creates a Register of pupils who, in agreement with the SMT are deemed to be more able.

It is recognised that pupils who are 'gifted' and/or 'talented' do not always demonstrate their ability. We consider that all pupils have potential and therefore are always watchful of pupils who appear to be working below their potential. Consequently, it would be our aim to identify any pupils who appear to be underperforming or underachieving in this regard.

Many of the pupils on our AG&T Register are involved in co-curricular activities at the school which cater for their exceptional ability. We offer the opportunity to attend extramural courses and workshops offered by various organisations which cater for "Gifted" children.

3.3 PROVISION

Arrangements for co-ordinating the provision for highly able, gifted and talented pupils.

- The appointment of a named individual to coordinate the school's response to meeting the needs of more able students (Highly Able, Gifted and Talented Coordinator).
- The Heads of Year liaise with the AG&T coordinator, to establish mechanisms for coordinating and monitoring the progress of the identified pupils.
- Schemes of work are planned by heads of departments to include specific enrichment material and to include differentiated materials making some materials accessible to all pupils.
- All staff are to be aware of their role in the identification of more able students based on subject-specific criteria and the need to make the curriculum sufficiently and appropriately challenging.
- The establishment of a register of more able students compiled by the AG&T coordinator to be published to all curriculum areas.
- Continuing professional development for staff that addresses the implications of more able students within subject areas and develops teaching and learning styles that take account of differentiation, enrichment and extension.
- The assessment of students' potential and performance.
- An audit of enrichment and extension opportunities provided by the wider co-curricular programmes.

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- The encouragement of students to enter local and national events, including residential courses and competitions.
- The provision of discreet pastoral care (where required) on an individual basis.
- The provision of mentoring, where appropriate.
- Opportunities for more able students to work together.
- Recognition, celebration and rewarding of achievement of all students.
- Close liaison by the school with the home when required.
- Mechanisms to identify and address underachievement.

4.1 DEPARTMENTAL RESOURCES

All staff are welcome to approach the AG&T Coordinator for guidance, additional information and supplementary resources. Provision within each department budget is made for classroom resources necessary for AG&T pupils.

4.2 EQUAL OPPORTUNITIES

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

4.3 HEALTH AND SAFETY

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

5.1 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 Coordinator, with feedback from HoDs, who will report directly to the senior management team. Results of evaluation will be discussed annually at senior team meetings and shared with the governing body.

This policy will be reviewed every two years by the AG&T Coordinator, in conjunction with the SMT.

M Syddall, Deputy Head – Academic, October 2017