



Policy for Able, Gifted and Talented Students

Introduction

This policy replaces any previous policy and follows the DfE regulations and those issued by the London Borough of Harrow.

In line with the college's Equal Opportunities and Special Educational Needs policies, we aim to give all students equal opportunities to take part in all aspects of the college life, as far as is appropriate, practicable and compatible with giving regard to health and safety and the efficient education of other students.

This policy takes account of the Government's aim for children to have the support they need under Every Child Matters:

- to be healthy
- to stay safe
- to enjoy and achieve
- to make a positive contribution
- to achieve economic well-being.

The policy will follow the five principles of the Children's Plan:

- to support parents and families;
- to allow children to reach their full potential
- to enable children to enjoy their childhood whilst preparing for adult life
- to provide services in response to children and family needs.
- to use preventative measures to help students to avoid the possibility of failure

This policy is founded in the College's commitment to the development and maintenance of good behaviour and a positive and inclusive ethos for all members of the College community.

Foreword

Rooks Heath College is a mixed 11 to 18 multicultural comprehensive in the London Borough of Harrow. Years 12 and 13 are attached to the college as part of the Harrow College Consortium and this policy also applies to any activities organised for them, although there are extra regulations in place to comply with Harrow College's rules. This policy is formulated by the AG&T co-ordinator and is monitored by other members of the college's Leadership and Management Group. The policy is subject to annual review by the college's Chair of Governors' Leadership Group and is subject to approval by the governors of the college.

Rooks Heath College is fully committed to equality of opportunity for all students. We believe that every student, whatever their ability, has the right to be challenged and so encouraged to develop to his or her full potential.

High quality able, gifted and talented provision does not just benefit these learners, but raises the standard of teaching and learning throughout the school. *"The rising tide lifts all ships..."*
Joseph Renzulli, 1998

We understand the phrase "Able, Gifted and Talented" to refer to the top 5-10% of our pupils as measured through both actual and potential achievement.

AG&T Co-ordinator

At Rooks Heath College the AG&T coordinator is Mrs S M Arnold, she is led and assisted by Mrs K J Blundell, Assistant Headteacher.

Identification

At Rooks Heath College the identification process consists of two stages. Initial identification is carried out by the Co-ordinator using pupil data such as Key Stage 2 SATs levels and CATs results. A register is produced in the autumn term for the new year 7 group. At the same time the Year 10 register is adjusted using end of KS3 data. A letter is sent to parents or carers informing them of their child's inclusion on the register. The data manager identifies these students in SIMs so that the information is immediately available to all staff. The second stage of the identification process involves Heads of Department and individual subject teachers. They are asked to monitor the students on the register and feedback any concerns or comments regarding pupil progress and attitude to the Co-ordinator. They are also invited to nominate new students for inclusion on the register. Parents and students may also nominate students for possible inclusion on the register. The register is produced in the autumn term and is regularly reviewed.

Casual entrants, who are found to be AG&T, can be recommended for inclusion onto the register by a teacher at any time. The AG&T co co-ordinator is sent additional data to help in the identification of such students.

Monitoring of Progress

The able, gifted and talented cohort is monitored in the following ways:

- The Co-ordinator reviews progress by studying termly monitoring reports and the annual report of each student.
- Underachieving able, gifted and talented students are identified through the comparison of achievements in subject areas with the expectations of achievement suggested by CATs testing and prior performances. Early intervention is then possible.
- Students making less effort and progress, than expected, are interviewed by the co-ordinator and appropriate action is taken.
- Each student is interviewed at least once a year to discuss progress and to set targets. These targets are sent home by letter.
- Subject teachers' feedback on the progress of able, gifted and talented students.
- Classroom provision for able, gifted and talented students is monitored by the Senior Management team as part of the ongoing cycle of lesson observations and work sampling in the college.

Provision

At Rooks Heath College we meet the needs of able, gifted and talented students primarily in the classroom, through the high quality of teaching and learning which takes place in the college. This is facilitated by a regular programme of CPD. Secondly; there is extensive provision of enrichment opportunities. Some of these opportunities are provided by Subject Departments and others are organised by the Co-ordinator.

Extension

- All schemes of work indicate appropriate extension resources and materials for use with able, gifted and talented students in lessons.
- All members of staff make use of Thinking Skills in their planning and teaching.
- High quality A level teaching stretches the most able students.

Subject based enrichment opportunities

These are open to students other than those on the able, gifted and talented register, but participants are often from this group. These opportunities are many and varied and include

- Drama/musical productions each year
- Instrumental lessons, string and guitar groups and rock school, with regular performances by students in assemblies and concerts. There is an opportunity to sit instrumental exams.
- Participation in the UK Maths Challenge
- Participation in the BBC School Report project
- Participation in Write Thinking (Drama and English)
- Geography, History and Biology fieldwork trips

- The opportunity to study Classical Civilisation/Ancient History GCSE short courses after school
- Theatre trips
- Participation in Young Enterprise, HSBC Dragons Den, Coca Cola Challenge (Business Studies)
- Lower school book groups for Years 7 and 8
- Visits to university departments

Specific enrichment opportunities

These are arranged by the Co-ordinator.

- Year 11 students are offered the opportunity of attending the Harrow Aiming for Excellence Revision School at Harrow School during the Easter holiday.
- Visits to places of interest such as The National Gallery, Palace of Westminster and the Wellcome Collection.
- University taster days are offered to Year 9 and Year 10 students.
- Year 10 have the opportunity to attend the Cambridge University Challenge day.

Whole School Issues

There is a budget for able, gifted and talented provision. This is used to release staff for inset and purchase appropriate books for the staff teaching and learning library. The Co-ordinator also subscribes to the G&T update.

The Co-ordinator is responsible for monitoring the appropriateness of provision for able, gifted and talented students. It is reviewed annually with the member of the Senior Management team responsible for overseeing able, gifted and talented provision.