

“A great place to learn. A great place to grow”

Introduction:

At Hele's School we are committed to a belief in the growth mindset. This is the idea that ability is not innate or fixed but can be developed through hard work, commitment and a positive mental attitude. A person with a growth mindset takes risks, likes getting feedback to help them improve, views making mistakes and failing as a vital part of the learning process and tries things that are hard. We often see these attributes in our GTMA students and they are important role models and lead learners within our school. However, evidence from Professor Dweck's work shows us that these attributes are not fixed, but the result of hard work and persistence. As such, we recognize that our GTMA cohort are not fixed.

At Hele's School we recognise that our most effective students are entitled to and need access to broad, balanced and challenging curriculum opportunities to enable them to reach their true potential. We achieve this by offering a curriculum and activities that extend and enrich their learning, whilst promoting high aspirations, attainment and good progress.

NACE membership and the NACE Challenge Award

We are members of NACE ([National Association for Able Children in Education](#)). This organisation, alongside their Challenge Award Framework, aims to provide a scaffold for improving the experience and provision for our GTMA learners. We aspire to secure the NACE Challenge Award by July 2018.

Identification of our GTMA students:

G&T identification

(A student is indicated as **potentially** GTMA, based on prior KS2/KS4 attainment against the following criteria):

1. KS2 scaled scores of 111 or higher (approximately 10% of a year group).
2. MIDYIS assessment level 125 or above (completed early year 7).
3. For post-16 students GCSE average points scores will be used. The system used will be QCA (old points) score of >50, which equals the top 3 ALPS attainment bands and will be mainly students with A grade and some B grade targets. *
4. For year 7:
 - a. The year 7 HoY also collects information on students and identifies students who are GTMA. This is fed back to the GTMA Coordinator before the summer holiday.
 - b. In year 7 initially staff should refer to the GTMA indicator column and monitor the group for other most able or more effective students who would benefit from more challenge within the curriculum.
 - c. Year 7 parents evening in the first half term also provides an opportunity for tutors to feedback to the GTMA Coordinator, any students who have been identified as potentially a GTMA student.

*When calculating Post 16 G&T GCSE APS English literature has not been included in the calculation as this skews the results.

Nominations for GTMA:

1. Teacher nomination of students in each class for each subject following each IA point.
 - a. Using department development criteria for consistency.
 - b. Based on classroom observation, discussion with students and departmental colleagues, work scrutiny and predicted grades/results.

Hele's School Policy No:	16	Person/Group responsible:	T&L Deputy Principal
Review Period:	Every 2 years	Last review date:	January 2017
Related documentation:			

2. Parental nomination via the GTMA Coordinator. The subject identification criteria and parental nomination form (see Appendix 3) are available on the school website, so that parents can contact the school if they would like their child to be considered for inclusion in the school's GTMA register and access enhanced provision.
3. Staff mark sheets contain 2 columns, 'G&T' and '[subject] Effective Learners'. The *Effective Learners* whole school register* specifically indicates the curriculum areas in which the student has been identified as having strengths. This is updated following each IA point by the GTMA Co-ordinator. Subject teachers and tutors are informed so that progress can be monitored closely. The whole school register and teacher nominations of our GTMA students is a fluid document and enables staff to add students throughout an academic at each interim assessment point.
4. Staff need to discuss any reason for possible removal of a nomination from their subject and feed this back to the GTMA Coordinator, via their Head of Department. This is to ensure good communication between the Coordinator, teacher, student and parents, and to ensure any students whose potential is not being fully met can be supported to get back on track.
5. Year 7 students, in particular, are more likely to be added on an ongoing basis during their first year, as and when their skills and potential are identified.
6. The whole school GTMA register identifies students nominated by staff in at least three subjects. This will be monitored by the GTMA Coordinator. All other nominations will show on individual staff mark sheets for monitoring and tracking by individual teacher alone.
7. The GTMA Co-ordinator will communicate students who are placed on the GTMA register to the tutor and parents, and keep them updated on the provision available and accessed

Monitoring

We complete many layers of monitoring across the school. Department and House reviews inform many aspects of provision and future planning. The GTMA Action Plan is reviewed and updated termly by the GTMA Coordinator and linked Deputy Principal. The School Improvement Plan includes GTMA provision. The GTMA Coordinator is line managed by a Deputy Principal, who reports to the Governor's School Improvement Committee.

Monitoring the progress of GTMA students takes place following each interim assessment point by individual teachers, Heads of Department, GTMA Co-ordinator and SLT.

Setting targets to improve

All students have targets for each subject that they need to review and act on in order to improve. These are reviewed regularly through our reporting Interim Assessment programme 3 times per year. Students have stickers in their books and planners for target setting, and review these with their classroom teachers. Pastoral support is in place through an hour of reflective tutor time after each IA.

Using department criteria to identify GTMA

Each department has a concise set of criteria for the identification of GTMA learners (reviewed January 2017), which is published on the school website. This does not include written strategies to cater for their needs, instead each department has a mapping document identifying the opportunities and provision available for GTMA students. Each department has a nominated teacher champion for challenge; the role of champion for this cohort is to ensure the needs of our GTMA learners are kept high on the agenda within departments.

Hele's School Policy No:	16	Person/Group responsible:	T&L Deputy Principal
Review Period:	Every 2 years	Last review date:	January 2017
Related documentation:			

Staff training and auditing of provision

Staff awareness and understanding of GTMA students continues to be developed through the Action Research Group (Challenge Champions), alongside whole school INSET Day training when appropriate. GTMA training is a part of both the induction process into the school and Plymouth's school based teacher training/ NQT programme.

The NACE award framework provides a tool to conduct an on-going audit of GTMA provision, both at whole school and classroom level. In discussion with their department, Heads of Department are responsible for responding to the requirement to keep best practice and training for GTMA students under review. This will be supported by the Action Research Group.

GTMA information and documents for whole school provision are accessible to all staff on the 'Tdrive' in the file entitled Gifted, Talented and Most Able Learners.

The GTMA Coordinator, in conjunction with the Deputy Principal for Teaching and Learning, is responsible for reviewing the school's provision against the NACE award framework on a termly basis. Both the GTMA Coordinator and Heads of Department circulate information on external courses and training to staff.

Extra-curricular activities

We offer a range of extra-curricular activities that enrich the curriculum for our GTMA learners. Provision is focussed on raising aspirations. We monitor the ambitions of our students in order to target the activities offered and ensure they get involved with appropriate activities. We maintain close links with local universities including University of Plymouth and we are a linked partner school to the University of Exeter.

The Scholar's Programme run by the Brilliant Club is offered to GTMA students at Key Stages 3 and 4, to give them an opportunity to experience university style study, work with a tutor from a Russell Group university and experience university life on graduation day. In addition, GTMA learners in each year group are offered subject specific opportunities to become involved with workshops or taster days run by universities, employers etc. By nature, these change annually, but will be mapped within departments.

At Key Stage 5 we offer the opportunity to attend, each March, an Oxbridge Conference at Devonport High School for Boys. This provides the chance to listen to and meet with Access Officers and undergraduates from Oxford and Cambridge, and to find out about the application procedures, interviews, learner life, finance and support. We ensure that this offer is available to those that we feel have the realistic potential.

Additionally, all Year 12 learners are offered training in UCAS applications, with a June visit organised to Plymouth University, for the purpose of acquiring specialist advice and help in starting this important process. Year 12 and 13 tutors form a specialist team who are able to promote and advise about personal statements, choice of appropriate university courses and universities, e.g. the interview training for Oxbridge applicants. One to one mentoring forms part of this, together with attendance at a regional HEI fair.

The impact of our extra-curricular provision is evaluated by our GTMA Co-ordinator annually to ensure that our resources are deployed in the most effective way and that accelerated learning and progress occur.

Hele's School Policy No:	16	Person/Group responsible:	T&L Deputy Principal
Review Period:	Every 2 years	Last review date:	January 2017
Related documentation:			

Parental support

When students are placed on the whole school GTMA register, parents are informed in writing. We provide parental support and guidance through our website, parents' evenings and contact with the GTMA Coordinator. We also hold parental celebration evenings where we discuss support with parents. Core subjects including languages have and continue to offer A/A*/ new GCSE 7-9 parent clinics to share strategies and resources specifically supporting the all students aiming for the highest grades.

Regularly listening to views and ideas of our GTMA Learners

Our GTMA learners guide and refine our provision through regular (termly) feedback on the level of challenge in all subjects and help us identify best practice. Additionally, an extensive student voice questionnaire and opportunity to speak with the GTMA Co-ordinator take place at the end of each academic year. These views are analysed and weekly bulletins are created and provided for all staff on best practice.

We invite parental views through tutor and subject specific parents' evenings, as well as through the A/A* clinics. There have also been opportunities for parental feedback through other HE events run for both parents and students, e.g. talks on studying Geography and Astrophysics. School Governors and the Parent Barometer Group are also involved feeding back on the school's GTMA provision.

Tackling Underachievement

We recognise the importance of a bespoke but rapid response when GTMA, including MADS, students underachieve. There may be a number of reasons for this including:

- Lack of challenge in the classroom
- A mismatch between teaching and learning styles, including limited opportunities to be creative, original or develop own ideas
- Differences between student and teacher expectations about levels of attainment
- Lack of study skills

Individual teachers must be aware of the indicators that a student might be GTMA but underachieving and respond accordingly (see appendix) in their intervention planning and Heads of Department are expected to keep the progress of this cohort high on the departmental agenda. This list of students with higher prior abilities or who have been previously identified as GTMA will be a key focus of the GTMA Co-ordinator's work.

Hele's School Policy No:	16	Person/Group responsible:	T&L Deputy Principal
Review Period:	Every 2 years	Last review date:	January 2017
Related documentation:			

Appendix 1

1. Best classroom practice

- High expectations set through clear routines and challenging learning objectives (using Blooms)
- Enquiry-based approaches/ open ended tasks and genuinely investigative tasks where outcomes are not fixed or limited.
- Where possible provide a choice of routes through content; a range of starting and finishing points; by allowing them the choice in the way they demonstrate that learning has been achieved, or in how they present their learning.
- Accelerated learning to recognise that some learners may already be secure in their starting points and need to start at a different point or accelerate more quickly through the lower level skills to higher order thinking/learning
- Allowing pupils to organise their own work, carry out tasks unaided and become self-critical where possible.
- Discuss the big picture, knowing the context and purpose of the learning. Encourage them to make links and apply knowledge and skills to different situations. Encourage students to regularly apply the new content learnt to previous lessons and content.
- Encourage stretch and challenge for **all** learners, offer them the choice in the approach to the task and encourage the challenging route, supporting when it is difficult.
- Differentiation within each lesson with extension activities built in to lesson planning for all learners (to the benefit of both able underachievers and those of exceptional ability).
- Create a resource bank for members of the department to use when considering new opportunities for stretch and challenge.
- Encourage the more able students to become lead learners regularly, for example they can produce lesson starters for the unit of work. This allows them to plan these activities, (encourage challenging tasks again) and this also enables these students to think about the way they could tackle the learning. This is a smart teaching technique in that it reduce teacher planning time and increases time available to support other students in the class. Peer to peer learning can be improved further by the more able students leading the learning, by also producing model answers to their starter activities. The teacher then addresses misconceptions.
- Provide appropriate, challenging feedback.
- Use exemplars of A*/8/9 work
- Questioning using Blooms to encourage analysis, synthesis, evaluation and creation
- Thinking skills to develop information processing, enquiry, creative thinking and reasoning: prove/disprove, negotiate, categorize, draw conclusions, estimate, provide evidence, compare and contrast, show relationships, sequence chronologically, define the problem, check for authenticity, test hypothesis etc
- Extension and enrichment of learning which enables G&T students to flourish, increase depth and breadth of learning and work independently
- The opportunity to investigate real life situations, to solve real problems and produce real solutions.
- Engaging students in extra-curricular opportunities and through links with universities and employers

“The best learners are resourceful. They are self-sufficient seekers after knowledge. They will persist when rewards don't come easily. They are open-minded and prepared to consider the views of others.

They are good planners and intellectually confident. They have a sense of humour when things go wrong”

Deborah Eyre

Hele's School Policy No:	16	Person/Group responsible:	T&L Deputy Principal
Review Period:	Every 2 years	Last review date:	January 2017
Related documentation:			

Appendix 2: Responsibilities

Teacher

- to review progress of GTMA students in line with departmental identification criteria prior to and following each IA point, and update the register accordingly
- to communicate any concerns to the student, Head of Department and parents, to ensure progress does not stall
- to plan lessons to meet the needs of all learners, with specific focus on the challenge for the GTMA cohort
- to support the department in providing extra-curricular opportunities to raise the achievement and aspirations of GTMA students in your subject

GTMA Co-ordinator Key Accountabilities:

Core purpose

The GTMA Champion is responsible for leading the development of whole-school policy and practice to support our GTMA students, and for developing and sharing strategies to ensure that these students make outstanding progress and have high aspirations.

Responsible To

Deputy Principal (Teaching and Learning)

Key Accountabilities:

Strategic development

- Support GTMA students to achieve their potential by using data to review their progress, celebrate success and identify underachievement
- Ensure the whole school GTMA register and departmental identification criteria are up-to-date
- Implementing a co-ordinated whole-school approach to supporting and developing our GTMA learners across the curriculum
- To develop, deliver, monitor and evaluate the GTMA action plan as part of the whole school Strategy for Success
- To identify and share best practice in stretch and challenge across the curriculum
- To actively work with teaching staff and teaching assistants to enhance classroom practice and develop our practice and provision across the school, in relation to this cohort
- To work with the Deputy Principal (Teaching and Learning) to map existing provision, rate impact, and look for new initiatives which could help to broaden the experience of GTMA learners by raising aspirations and developing cross phase opportunities with primaries, HEIs and employers

Teaching and Learning

- Work with the Deputy Principal (Teaching and Learning) to evaluate the impact of teaching and learning to stretch and challenge GTMA students through reviewing the evidence from monitoring activities including:

Hele's School Policy No:	16	Person/Group responsible:	T&L Deputy Principal
Review Period:	Every 2 years	Last review date:	January 2017
Related documentation:			



- Lesson observations
- Curriculum provision
- CIAG opportunities
- Destination data
- Home learning tasks and completion rates
- Extra-curricular provision and attendance
- Review of rewards and sanctions
- Work and planning scrutiny
- Learning walks
- Student discussions
- Parent discussions
- Analysis of results and assessment data
- Attending planning meetings
- Leading staff training
- Informal discussions

And use this analysis to identify effective practice and areas for improvement.

- Leading on staff training for high achievers, including contribution to the school's induction programme for new staff and leading professional development sessions
- Raising the awareness of, and participation by students, in national and local events, working in conjunction with curriculum areas, as appropriate

Intervention and Support

- Review teacher assessment data to identify new target intervention groups within this cohort
- Develop and encourage a growth mindset within this cohort and prepare them to cope with failure and struggle
- To allocate the Pupil Premium effectively to support learners that are eligible and measure the impact
- To liaise with parents and encourage parents to support the development of their child

Heads of Department

- to identify pupils (with all members of the department) who meet the agreed criteria of their subject and review this following each IA
- to pass these names onto the GTMA Coordinator via SIMs mark sheets during each IA data entry
- to review the departmental identification criteria and provision mapping annually, make necessary changes and ensure an up-to-date version is on the t-drive and website
- to ensure SOLs contain enrichment/extension for identified students.
- to ensure their department know who has been identified as more able
- to ensure the enrichment/extension material is used by subject teachers
- to ensure intervention plans include students identified as an GTMA within their subject are included.

Hele's School Policy No:	16	Person/Group responsible:	T&L Deputy Principal
Review Period:	Every 2 years	Last review date:	January 2017
Related documentation:			



- to ensure subject specific intervention for students identified as an underachieving GTMA students (e.g. names provided by GTMA Coordinator or this will likely be those identify as having high prior attainment, but are underachieving against their target in the subject).

Pastoral Staff

- to ensure that pastoral support is available and readily accessible without embarrassment or stigma. It can be lonely at the top and the pressure of expectation can sometimes have a significant impact on mental health and well-being

Challenge Champion

- to develop expertise as a subject specialist GTMA expert
- to undertake action research in own classroom to improve outcomes for GTMA
- to trial subject specific strategies and develop resources
- to provide subject specific CPD

SLT

- To implement a co-ordinated whole-school approach to supporting and developing GTMA students across the curriculum.
- to work with the GTMA Champion to oversee and support the provision.
- to raise the status of the GTMA provision and ensure time and resources is made available to Coordinator to enable effective provision for this cohort.
- to include items concerning the GTMA cohort on meeting agendas.

G&T/ GTMA Governor

- to raise the profile of the GTMA programme amongst students, parents, colleagues and other schools in the area
- to raise the status of the GTMA cohort/provision amongst the governing body.
- to ensure time and resources are allocated for the provision of GTMA Learners.

Hele's School Policy No:	16	Person/Group responsible:	T&L Deputy Principal
Review Period:	Every 2 years	Last review date:	January 2017
Related documentation:			

Appendix 3: Parental Nomination Form

Information in newsletters and on website



Parental Gifted or Talented nomination form

	
Student's name:	Tutor Group:
Parent's name:	Contact telephone number:
I would like to nominate my child as Gifted/Talented in the area of:	
Evidence for nomination (e.g. regional/national competitions/music grades etc):	
Signed:	Date:

Please complete this form and return to the school office.

Hele's School Policy No:	16	Person/Group responsible:	T&L Deputy Principal
Review Period:	Every 2 years	Last review date:	January 2017
Related documentation:			



Appendix 4: Identifying Able Underachievers

Behaviours	Possible reasons for behaviours
Challenges the relevance of the activities set	"I simply can't learn like that....I have a passion for this subject, but I'm frustrated that we can't study the really interesting bits."
Spar with and argues with the teacher	"You tell me what to think and say: you make me jump through hoops. You give me no ownership or independence, no freedom or choice."
Comes alive in class discussion and says brilliant things in oral work, but written work shows total lack of effort, care and pride.	"I easily remember things the teacher says and things I read in books, so I don't see the point of having to write them down as well."
Extension work shows little effort, but there is evidence from what the student says that s/he has spent time on another, vaguely related piece of work.	"I see no point in that piece of work, but I really need to learn about so many other things that fascinate me. That's why I spend hours on personal projects."
Finds it difficult to start a piece of work and even harder to finish it.	"I'm a perfectionist. I'm never happy with anything less than perfect marks. If I can't produce perfection, I won't hand anything in."
Hides their ability – won't show it for fear that others will see it.	"I can't do as well as my teachers expect me to," OR "I deliberately underachieve in an effort to gain acceptance or at least tolerance from peers."
Apologises and/or makes excuses for the quality of work, even though it's good. Can't see why pieces of work are good – only sees what needs to be done to improve them.	"You think I'm clever, but I know I'm not. I was lucky with that last piece of work. If I'm not careful, you'll find me out to be the fraud I am."
Dependent on constant reassurance and encouragement.	"I'm not coping with the pressures. Please help me."
Says s/he doesn't know the answer to questions even when she does. Might copy the behaviour of those who get told off.	"there are lots of people in my class who will make fun of me if I am keen and get good marks."
Spends most of the time in class talking to friends.	"I just want to chat with my friends – people like me need to work harder at fitting in than others. I can catch up at home or at revision time."
Other possible indicators of GTMA students who are underachieving: asks questions, is extremely curious, good at guessing, has unusual "silly" ideas, plays around but tests well, shows strong feelings and opinions, draws inferences.	

Hele's School Policy No:	16	Person/Group responsible:	T&L Deputy Principal
Review Period:	Every 2 years	Last review date:	January 2017
Related documentation:			

Hele's School Gifted, Talented and Most Able Policy 2017



Hele's School Policy No:	16	Person/Group responsible:	T&L Deputy Principal
Review Period:	Every 2 years	Last review date:	January 2017
Related documentation:			



Hele's School Policy No:	16	Person/Group responsible:	T&L Deputy Principal
Review Period:	Every 2 years	Last review date:	January 2017
Related documentation:			