

Hele's School Gifted, Talented and Most Able Policy 2019



Person/Group responsible: **T&L Deputy Principal**

Review Period: **Every 2 years**

Last review date: **November 2019**

Introduction:

We place very high emphasis on the needs of our most able students at Hele's School, recognising that provision for their particular abilities, skills, and talents ought to be just as strong as for other students. We have taken inspiration from the examples of leading independent and grammar schools in the field of facilitating an environment in which high attaining students may thrive and have accordingly instituted the Hele's School *Centre of Excellence* in order to raise the profile of these students and to ensure that provision is of a high standard and regularly reviewed.

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. However, we recognize that our GTMA cohort are not fixed.

We do also recognise that our most able 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.

The NACE Challenge Award

NACE, alongside their Challenge Award Framework, aims to provide a scaffold for improving the experience and provision for our GTMA learners. We will be working to develop our GTMA provision in 2019-20 to be in line with the NACE Challenge Framework as below:

The Challenge Framework is based on six interconnected elements, all of which are key in ensuring high-quality provision for more able learners:

1. Leadership and governance

A commitment to more able learners from senior leadership, all leaders, governors and teachers, supported by a policy, targets and action plan, leading to an ethos where high achievement is valued and success is celebrated.

2. Identification and transition

A whole-school and systematic approach to the identification of more able and exceptionally able learners, based on shared and principled criteria, which is regularly reviewed.

3. Curriculum, teaching and support

3a. Teaching, learning and assessment, enrichment resources and wider learning opportunities provide challenge for all, particularly more able learners.

3b. The curriculum offers breadth, depth and flexibility alongside organisational strategies and systems to meet the needs of more and exceptionally able learners.

3c. Provision includes social and emotional support for more able learners and includes access to appropriate information, advice and guidance.

4. Professional development

Commitment to, and action for, improving the skills of all staff in the school to achieve excellence in meeting the needs of more able learners.

5. Communication and partnership

5a. The school listens to and takes account of the views of more able learners within a wider context of active learner involvement.

5b. The school listens to and takes account of the views of parents and carers of more able learners, keeping them informed and encouraging them to take responsibility for supporting their child's learning outside school.

5c. The school works with partners and stakeholders, including other education providers, business and community partners, to enhance provision for more able learners.

6. Monitoring and evaluation

A highly effective quality assurance framework for monitoring action plans and assessing the effectiveness and impact of the school's policy for more and exceptionally able learners.

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. 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. *
3. For year 7: a. The GTMA coordinator also collects information on students and identifies students who are GTMA.
b. In year 7 initially staff should refer to the GTMA indicator column and monitor the group for other most able 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.

Nominations for GTMA:

- 1. Based on classroom observation, discussion with students and departmental colleagues, work scrutiny and predicted grades/results.
- 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 a column, 'G&T'. 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 year at each interim assessment point.
- 4. 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.
- 5. The whole school GTMA register identifies students meeting the criteria as outlined above. This will be monitored by the GTMA Coordinator. All nominations will show on individual staff mark sheets for monitoring and tracking by individual teachers.
- 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.
- 8. Student application to Centre of Excellence: All GTMA identified students will be given the opportunity to apply for the Centre of Excellence at chosen times throughout the year. Parents will be informed when these application windows arise.

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. Pastoral support is in place through an hour of reflective tutor time after each IA.

Staff training and auditing of provision

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.

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.

Extra-curricular activities

We offer a range of extra-curricular activities that enrich the curriculum for our GTMA learners. Provision is focused 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 in some years 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.

The Centre of Excellence arranges a yearly programme of elective lectures which members are expected to attend where possible. These events are, however, open to all members of the school community.

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.

Regularly listening to views and ideas of our GTMA Learners

Our GTMA learners guide and refine our provision through regular feedback on the level of challenge in all subjects and help us identify best practice. Additionally, student voice discussions are conducted during one-to-one Centre of Excellence meetings.

We invite parental views through tutor and subject specific parents' evenings. 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
- 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.

Appendix 1

1. Best classroom practice

- High expectations set through clear routines and challenging lessons
- Enquiry-based approaches/ open ended tasks and genuinely investigative tasks (where appropriate) 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 into lesson planning for all learners (to the benefit of both able underachievers and those of exceptional ability).
- 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 reduces 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 to encourage analysis, synthesis, evaluation and creation
- Thinking skills to develop information processing, enquiry, creative thinking and reasoning: prove/disprove, negotiate, categorise, draw conclusions, estimate, provide evidence, compare and contrast, show relationships, sequence chronologically, define the problem, check for authenticity, test hypotheses 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

Appendix 2: Responsibilities

Teacher

- 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 Coordinator 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:
 - 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
- 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

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

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 pass names of possible GTMA students onto the GTMA Coordinator
- to ensure SOLs contain enrichment/extension for identified students.
- to ensure the enrichment/extension material is used by subject teachers
- to ensure intervention plans include students identified as GTMA
- to ensure subject specific intervention for students identified as underachieving GTMA (e.g. names provided by GTMA Coordinator or this will likely be those identified 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 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 Coordinator 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.

Appendix 3: Identifying Able Underachievers Behaviours

Challenges the relevance of the activities set

Spar with and argues with the teacher

Comes alive in class discussion and says brilliant things in oral work, but written work shows total lack of effort, care and pride.

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.

Finds it difficult to start a piece of work and even harder to finish it.

Hides their ability – won't show it for fear that others will see it.

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.

Dependent on constant reassurance and encouragement.

Says s/he doesn't know the answer to questions even when she does. Might copy the behaviour of those who get told off.

Spends most of the time in class talking to friends.

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.

Possible reasons for behaviours

"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."

"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."

"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."

"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."

"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."

"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."

"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."

"I'm not coping with the pressures. Please help me."

"there are lots of people in my class who will make fun of me if I am keen and get good marks."

"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."