



Queen Elizabeth High School Policy

High Attaining, Gifted &
Talented Students Policy

QEHS1

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Rationale

Queen Elizabeth High School welcomes all students with a wide range of abilities. It is the aim of the school to provide a stimulating and challenging learning environment which fosters the development of all students and enables them to maximise their potential. The school recognises there are high attaining and gifted & talented students who have their own particular set of educational requirements which need to be addressed by the school so that they may not only succeed but also that they enjoy the stretch and challenge which will enable them to feel fulfilled.

Aims

Queen Elizabeth High School aims to ensure that high attaining and gifted & talented students achieve their potential by:

- Identifying high attaining students on entry to the school and liaising closely with partner primaries, or previous schools, to facilitate this identification
- Identifying gifted & talented students through the teachers at Queen Elizabeth High School from the start of year 8
- Engaging with parents/carers to understand their child's needs and help them to provide effective support outside of school
- Raising students' aspirations, motivation and self-esteem
- Ensuring teaching staff have access to appropriate resources and training, through collaboration with other schools and providers, to inform teaching and learning and target setting
- Ensuring all curriculum areas make specific provision in their programmes for learning and subject development plans so that teaching and learning matches the needs of students
- Eliciting the views of students about their learning and using the findings to inform future planning and provision
- Tracking and monitoring student progress and offering support and guidance where appropriate
- Recognising and rewarding achievement

Identification

High attaining students are by definition those students who join the school with a Key Stage 2 average point score of 110 or more for English and mathematics. These students are likely to achieve grades in the range of 6-9 in their GCSEs at Key Stage 4. Where a Key Stage 2 average point score is not available then other available data is used including Key Stage 2 Teacher Assessments and school assessment data. Ongoing school assessment data (as part of the school data capture programme) will identify other students who have a Key Stage 2 average point score below 30 but who are also likely to achieve the highest grades at the end of Key Stage 4. These students will also be deemed high attaining.

Gifted & talented students may not be high attaining students; nonetheless they may display an aptitude or talent in specific areas of their school life. Curriculum areas in Art and Design, Music, Physical Education, Science and the Performing Arts will formulate and use their own criteria for identifying talented students, ensuring that when these are identified they are made known to the Deputy Headteacher along with the justification for their nomination. The government definition of a Gifted & Talented student will be used by the Curriculum areas as a guideline for their assessment.

Curriculum Provision

Queen Elizabeth High School seeks to provide a curriculum that meets the needs of high attaining and gifted & talented students. Continued professional development of teachers' skills and expertise, and improvement in facilities and resources, ensures good provision is made for these students. A number of strategies deployed in providing for the needs of high attaining and gifted & talented students include:

- Differentiation and assessment, ensuring that work is closely matched to student ability with an appropriate level of stretch and challenge
- Acceleration, by providing opportunities for students to move rapidly through the foundation Stages of their work and progress quickly to extension work
- Extension, providing opportunities for students to investigate an area further and develop higher order and creative thinking skills
- Independence by providing opportunities for students to become independent learners
- Cooperation in providing opportunities for students to work with others of similar ability, including students from different age groups who are knowledgeable and talented in a similar way
- Enrichment and extra-curricular activities by providing opportunities for improving achievement and motivation through learning outside the classroom

Roles and Responsibilities

Headteacher

- To ensure that an exciting and appropriate curriculum is in place for high attaining and gifted & talented students that leads to progression pathways that include access to the Russell Group Universities
- To lead on the development of programmes for learning and curriculum enrichment, including extra-curricular activities, which meet the needs of high attaining and talented students
- To elicit the views of students about their learning and using the findings to inform future planning and provision
- To keep up to date with information about curriculum development and resources pertaining to high attaining and talented provision

Deputy Headteacher

- To ensure that high attaining students are identified on entry to the school as quickly as possible, and gifted & talented students are identified by the time they start year 8.
- To ensure that students are set realistic but challenging targets, and where appropriate at 4 levels of progress
- To secure effective tracking of student progress within and across subjects
- To ensure that intervention programmes are in place for underachieving students where appropriate
- To elicit the views of students about their learning and using the findings to inform future planning and provision
- To keep up to date with local and national developments regarding high attaining and gifted & talented provision

Assistant Headteacher

- To identify and respond to the professional development needs of staff, including coaching and showcasing good practice

- To lead on the development of effective pedagogy which focuses on the teaching and learning of high attaining and gifted & talented students
- To elicit the views of students about their learning and using the findings to inform future planning and provision
- To keep up to date with local and national developments regarding high attaining and gifted & talented provision

Key Stage Leader

- To support students so that they have high expectations of themselves through mentoring programmes, recognising and reward achievement
- To liaise with and support parents/carers to have high, but realistic expectations
- To support career choices of students and assist in organising university visits

Faculty Leaders

- To adopt the policy for high attaining and gifted & talented students and ensure that team members implement and contribute to its development
- To ensure that programmes for learning and department development plans incorporate provision for high attaining and gifted & talented students
- To support high attaining and gifted & talented students who are interested in career pathways linked to their subject area and support underachieving students where appropriate
- To keep up to date with subject-specific pedagogical developments and resources that challenge, extend and enrich the core curriculum
- To monitor the effectiveness of provision in their subject and the students response

Subject Teachers

- To set high expectations which inspire, motivate and challenge high attaining and gifted & talented students
- To be aware of students' capabilities and their prior knowledge, and plan teaching to build on these to promote good progress and outcomes
- To differentiate appropriately in responding to the strengths and needs of high attaining and gifted & talented students
- To make use of formative and summative assessment to secure progress
- To contribute to the design and provision of an engaging curriculum within their subject area

Development programme from 01.09.18

To further support the staff roles and responsibilities and to ensure the group of high attainers and gifted & talented students have exemplary support and guidance to achieve their potential and post-school goals, a post of 'high attainer and gifted & talented student champion' has been created. The development programme will roll out over a three-year period and the procedure is attached as an appendix (attached).

This policy will be reviewed annually to take account of legal and/or other developments or sooner if it contravenes in any way legal compliance.

Policy Amendment Record

Number:	Date:	Amended by:	Details and Location:
1	19.03.17	M Farmer	Style change to incorporate change to school name. References to old name changed to reflect new name. Changes to measure for determination of applicable students. Shelf ready from September 1 st 2017.
2	31.08.18	M Farmer/ I Gateley	Incorporate the new post of 'high attainers and gifted & talented champion' to further support this group of students and ensure the above roles and responsibilities are met. Shelf ready from 1 st September 2018.

Appendix

The role and procedures of the high attainer and gifted & talented student champion

Year 1

- Compile a list of high attaining and gifted & talented year 9, 10 and 11 students for September 2018 and distribute to the teaching staff (to be completed annually).
- Generate a monitoring database that compares their actual progress against their minimum expected grade (MEG) and student challenge grade (SCG). From this:
- In their year groups:
 - Discuss their expectations and clarify the need for them, as HA and G&T students, to target their subjects as ones they will convert into their SCG
 - Empower them by allowing them to choose the subjects they judge themselves to be the ones to be converted to SCGs
- As individuals:
 - Highlight underachievers and start a series of meetings with this group of students. These will be minuted with actions the student and HA and G&T student champion have signed. A copy will be distributed to parents and relevant teacher/s. Follow-up meetings will be held to check actions have been achieved.
- Weekly bulletin meeting with teaching staff
 - For teachers to highlight in-house issues to the high attainer and gifted & talented champion
 - For the high attaining and gifted & talented champion to inform teaching staff of individual updates on students
 - To keep the whole teaching staff abreast with all works to do with this development
- Year 10:
 - in-house activities in year groups to complete personality profiling, job profiling and academic requirements necessary for such careers
- Year 11:
 - route planning from school-to- college-to-university (or equivalent) including requirements to be met on the way:
 - including highlighting useful academic and non-academic experiences that will enhance their progression
 - Completing career-specific CV/ portfolio of evidence
 - Off-site activities linking to Hereford Sixth Form College and Worcester University events that are applicable to individual students' career pathways

Year 2

- Review policy, including the development plan and adjust accordingly

Dependent upon the above:

- Re-compile the list of high attainers and gifted & talented pupils, to also include year 8 students
- Database and individual student meetings to continue as above
- Weekly bulletin to continue
- Personality profiling, job profiling and academic requirements necessary for such careers to include year 9 pupils as well as years 10 and 11
- Year 11 route-planning and individually targeted off-site visits to include year 10 students as well as year 11

Year 3

- Review policy, including the development plan and adjust accordingly
- Finalise developments into policy and continue with the academic year cycle of processes