



Able, Gifted and Talented

Reviewed by:

Name:

Signature:

Date:

Aim

We aim for our curriculum to be attractive to a significant proportion of academically more able students, together with those that will demonstrate particular strengths in creativity, problem-solving and more skills based activities. Our aim is to ensure that our provision for able, gifted and talented students meets the needs of this diverse range of students. We will achieve this through:

- Common definition for gifted & talented
- Effective identification of the more able, including those that have not previously been identified
- Focus on achievement, not just attainment
- Provide personalised learning opportunities, in particular those that encourage independence
- Extension in depth and enrichment in breadth
- Access to the wider learning community
- Celebration of the excitement of success and excellence
- Effective development and monitoring at all levels of Teaching & Learning

Definition

The UTC defines able students as both those with all-round ability and those who excel in one

area of the curriculum. We will use a definition based on that used by the DCSF in (2008):

Gifted: The top 5 -10% of students as measured by actual or potential achievement in subjects, including English, Maths, Science and Computing.

Talented: The top 5 -10% of students as measured by actual or potential achievement in areas such as creativity (including problem solving), physical (sporting) or technical talent (CAD/CAM, Workshop skills) and artistic (design) talent.

Identification

The identification of able students is carried out strategically by the UTC and at subject level through discussion of the characteristics of high ability in subject contexts and the systematic scrutiny of a range of information. These include CAT scores, SAT scores, ALIS and subject tests and. We will also recognise the importance of teacher recommendation to identify qualitative traits often associated with Gifted & Talented students and harder to identify by other means. These are known to include:

- Be a good reader

- Be very articulate or verbally fluent for their age
- Give quick verbal responses (which can appear cheeky)
- Have a wide general knowledge
- Learn quickly
- Be interested in topics which one might associate with an older child
- Communicate well with adults – often better than with their group
- Have a range of interests, some of which are almost obsessions
- Show unusual and original responses to problem solving activities
- Prefer verbal to written activities
- Be logical
- Be self-taught in his/her own interests
- Excel at sport
- Have strong views and opinions
- Have a lively and original imagination/sense of humour
- Be very sensitive and aware
- Focus on his/her own interests rather than what is being taught
- Be socially adept
- Appear arrogant or socially inept
- Be easily bored by what they perceive as routine tasks
- Show a strong sense of leadership; and/or
- Not necessarily appear to be well-behaved or well liked by peers

Management of Gifted and Talented Provision

- A member of the senior leadership team will have overall responsibility for our Gifted and Talented Policy. In this role he/she will:
- Ensure that best practice, including any national quality standards are being adopted and delivers G & T CPD to all UTC staff;
- Monitor and support departments in the planning and effective delivery of the provision for more able students;
- Develop cross-curricular opportunities for external provision, particularly with employers
- Monitor the progress and achievement of Gifted and Talented student register across different subjects, as a key group routinely included in our progress tracking through our Assessment, Recording and Reporting Policy (ARR).

- Meet with Gifted and Talented students to evaluate their experience in terms of Gifted and Talented Provision

Subject Leaders will:

- Identify the key characteristics of a more able student in their subject areas;
- Develop the curriculum provision of students registered as more able in their subject areas;
- Monitor the participation, progress and achievement of Gifted & Talented students in their subject area

All teachers will:

- Support the identification of more able students in particular areas, know these students in every lesson and track their progress;
- Set appropriately challenging tasks and differentiate learning opportunities within lessons;
- Celebrate excellent progress and achievement in order to motivate students to aspire to achieve high standards

Curriculum Provision

- Classes are arranged in different ways depending on year and subject; some subjects have mixed ability groupings, while others are grouped according to current attainment.
- Within lessons learning opportunities are suitably differentiated to meet the needs of all students including the more able. Differentiation for the more able includes use of creative problem solving, development of critical thinking, use of higher order concepts and terminology and developing skills for independent research. These will be a key element in all lessons, but strongly developed through our employer led projects. Opportunities for fast tracking or accelerated learning exist in some subject areas, including through the extended project at GCSE and A-level.
- Extra-curricular provision for able students should also include accessing the wider learning community and opportunities to mix with other like-minded students, for example, STEM competitions, opportunities to develop a business idea commercially, employer and university led workshops and work experience placements.
- Through engagement with the National Citizen Service, Duke of Edinburgh Award and student council we will ensure that G&T students are provided with a wide range of activities that will engage and extend them ensuring that they develop both personally as well as academically. This will include in areas like leadership and public speaking.

Parental Involvement

- Parents are informed of their child's inclusion on the Gifted and Talented register by letter.
- The progress, achievement and provision for G&T students discussed with parents at planned meetings and when other opportunities arise

Celebrating Success

- Students successes will be recognised and through rewards in our Behaviour for Learning Policy (BfL).

Review

This policy will be reviewed biennially