

OUR LADY AND ST CHAD CATHOLIC ACADEMY



Academically More Able Policy

An academy within
Pope John XXIII
Multi Academy Company



Signed by:

_____ Principal
_____ Chair of Academy Committee

Date: _____

Proposed Policy to Academy Committee: September 2015

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All Our Lady and St Chad Catholic Academy policies are underpinned by the Mission Statement of:

TRUTH JUSTICE CHARITY FORGIVENESS RESPECT PEACE

We will work and learn through faith, prayer and trust in God.

**We will be guided by the teaching of
his Son Jesus Christ and the Church,
in a school where, as we live in communion,
we are empowered to respect ourselves and one another.**

**We will build a community where
all have the confidence to make the choices which will enable us
to become the best we can be.**

**We will work to treasure creation
with wisdom and wonder.**

Our Lady and St Chad Catholic Academy is an academy within the Pope John XXIII MAC. This Catholic Company, its vision and policies are formed with an implicit understanding of the virtues:



Statement of intent

Our Lady and St Chad Catholic Academy is committed to maximising the potential of all our pupils. This includes our gifted and talented pupils who we recognise have particular needs if they are to achieve success, both educationally, socially, emotionally and spiritually.

Our policy of maximising the potential of our gifted and talented pupils is understood and supported at all levels in the school, including with Academy Representatives, Board of Directors, teaching and non-teaching staff, as well as pupils and parents.

This aligns itself with the Pope John XXIII vision; where virtues... loving, hopeful, curious, attentive, learned, prophetic, wise, faith-filled, grateful, eloquent, discerning, intentional, compassionate, truthful and wise are core to nurturing and stretching student talents.

Parents as prime educators of their young people, are an integral part of the team needed to help all students reach their potential.

Signed by

Principal

Chair of Governors

Date: _____
Date: _____

Next review date: _____

1. Aims and objectives

Through the policy, we aim to ensure that:

- We recognise the different needs of our gifted and talented pupils, including those who coast, are underachieving, have special educational needs, which may be hidden or masked by their ability, and those from ethnic minorities and different cultures.
- Every gifted and talented pupil receives an appropriate education to meet their needs.
- We provide appropriate opportunities to stretch and challenge the skills and talents of our gifted and talented pupils.
- We recognise the social and emotional needs of our gifted and talented pupils and support them as part of our policy. These could include poor risk taking skills and perfectionism.
- We have a school environment which positively supports our gifted and talented pupils, actively encouraging questioning and challenge, as well as creativity and higher order thinking skills.

2. Definition

We recognise that there are many definitions of gifted and talented. In Our Lady and St Chad Catholic Academy we use the following definition:

- Children who are performing academically at two levels above their expected age related level;
- Children who have talents in art, music, drama and related, which are at least two levels above their expected age related levels;
- Children, who have the potential to achieve above their expected level, but who, for whatever reason, are not performing at this level.
- Children who are performing at (or have potential to) perform at County level or Level 4 competition.

3. Identification

Our overarching identification policy is:

- a) Identifying those children who fall into our stated definition of gifted and talented pupils.

We do this in the following ways:

- Through the following school tests (state achievement tests i.e. SATS results; CATS scores – ability tests, end of year exams);
- Nomination by class teachers or external coaches, tutors (sport, performing arts) or
- Through information provided from home about any out of school activity (i.e. county tennis champion) or work done at home (i.e. providing portfolio evidence);

b) Through what we provide for all children to develop their talent.

- We recognise that some children will not be the obvious candidates as part of our gifted and talented programme, but when they are challenged and enthused in an appropriate way, their gifts or talents are more likely to become apparent.
- We recognise that children may not be gifted and talented in every subject and our policy makes allowances for this to ensure that they are supported in their areas of need and stretched and challenged in their area of talent and potential.

4. Providing feedback to parents

It is important that parents are kept informed that their child is gifted and talented. This is done in the following ways:

- a) Through a meeting, should they request it, at each parents' meeting with the Year Leader or another strategic leader e.g.,
- Year 7 PS/MB
 - Year 8 BS
 - Year 9 PT
 - Year 10 RC
 - Year 11 DH
 - Years 12/13 NS/CD
- b) By holding a meeting at least once a year with all parents of the children in the year or school in the gifted and talented cohort (MB). The purpose of this meeting is:
- To outline how the school identifies our gifted and talented pupils;
 - What we are doing to support them;
 - By having an open door policy and a named person to see to discuss any issues that may arise.

We believe that involving parents and carers and having a positive working relationship between school and home is extremely important if the child is to maximise his or her potential.

5. Provision

Whilst the needs of every individual gifted and talented pupil will be different, there is particular school provision that is especially beneficial to our gifted and talented cohort. This includes:

- Enrichment and extension work within every classroom.
- Extension exercises on all homework which helps with creativity and higher order thinking skills and importantly is not simply more of the same.
- Opportunities for collaboration of our gifted and talented pupils within class, across classes in the same year and across year groups.
- Opportunities for visits out to develop talent.
- Opportunities to develop higher order thinking skills, including critical and creative thinking.
- Opportunities to question concepts to extend understanding, including following teacher feedback.
- Opportunities for pupils to develop self-regulation skills.
- CLAS Activities
- Sporting Academy opportunities

6. Specific policies

6.1 Acceleration

This will be evaluated by the Principal in consultation with the staff on a case by case basis in positive consultation with parents. Issues we take into account include:

- The abilities and potential of the child.
- The social and emotional maturity of the child.
- The ability of the child to cope with higher age children without feeling isolated.

6.2 Flexi-schooling

This will be evaluated by the Principal in consultation with the staff on a case by case basis in positive consultation with parents. Issues we take into account include:

- The abilities and potential of the child
- The social and emotional maturity of the child
- The ability of the child to cope with a flexi-timetable without feeling isolated or without their grades suffering.

7. Coordination

We believe it is important to coordinate our gifted and talented policy and we do this as follows:

Lead Academy Representative (G&T) – LC

- Annual report to the Academy Committee on the progress of this policy.
- At least termly meetings with Year Teams to evaluate the school's policy and provision.
- Termly meetings with Year Leaders to analyse progress of students.

Year Leaders –

- Responsible for overseeing the gifted and talented strategy.
- Keeping a register of all gifted and talented pupils and their provision.
- Developing our gifted and talented strategy and policy.
- Termly interviewing all gifted and talented pupils (or ensuring it is done).
- Liaising with parents.
- Keep and maintain monitoring statistics on the impact of the gifted and talented policy.

Subject-specific teachers – responsible for:

- Keeping up to date with talent development within the subject.
- Keeping a subject specific register of the gifted and talented pupils.
- Implementing subject specific initiatives to maximise the potential of all pupils, including those identified as gifted and talented.