



Challenge

Policy title	Aspiration Policy				
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Written on	March 2008	Reviewed on	May 2017	Next review due	May 2018
SLT link	PAN (A Tonkin)		Governor link		

Copies in	Policies folder ✓	Handbook	Student planner	Website
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**This policy has been written in conjunction with the college’s Equality policy (Equality Act 2010)**

Ethos:

The college aims to provide a framework for the encouragement of achievement for all students with a range of abilities and talents. Within this, it will:

- Provide an environment that encourages all students to maximise their potential.
- Help students to develop their personalities, skills and abilities both intellectually and socially.
- Provide teaching that makes learning challenging and enjoyable and enables students to realise their potential.
- Develop the gifts and talents of those pupils in our school community with the highest abilities. We firmly believe that this will enrich and extend the learning experiences of all students.
- Work towards setting and then meeting whole school standard as defined but quality assurance analysis. Identified areas for improvement to be added to Faculty Improvement Plans.

We are committed to delivering this provision through:

- The promotion of a truly comprehensive learning environment, for the whole range of abilities in every class.
- Teaching and learning which is differentiated and covers the full range of skills and abilities.
- Equality of opportunity which acknowledges that gifted and talented students here have the right to expect their specific educational needs to be met.
- Providing gifted and talented students with appropriate learning materials and experiences.

In addition this policy operates concurrently with the policy on equality and is fully inclusive.

Identification and Tracking

Gifted students are defined in many ways. It must be recognised that they are not a homogeneous group and that special gifts can be as varied as special needs. However, Howard Gardner’s theory of multiple intelligences is helpful here. He defines intelligence as “the ability to solve problems, or create products, that are valued within one or more cultural settings.”

They may or may not lend themselves to measurement by standard verbal tests. Gifted students will usually have high intelligence that will be evidenced by high performance in intellectual, creative, academic and thinking skills. They are so far advanced of their peer group that a school has to provide additional learning experiences to develop enhance and extend the identified abilities.

Therefore, within the college, **Gifted students** can be identified as:

- |                              |                             |
|------------------------------|-----------------------------|
| ✓ Good all-rounders          | ✓ Gifted but underachieving |
| ✓ High achievers in one area |                             |



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| ✓ Scoring highly on verbal skills but with very poor writing | ✓ Diffident and keen to avoid discovery |
| ✓ Very able but having a short attention span                | ✓ Highly intelligent                    |
| ✓ Very able but with poor social skills                      | ✓ Academically high achiever            |

A **talented student** on the other hand can be defined as one who shows a significantly higher level of ability than most students of the same age in one or more curriculum area or in any of the following skill domains:

- |                                  |                     |
|----------------------------------|---------------------|
| ✓ Physical talents               | ✓ Creativity        |
| ✓ Artistic skills                | ✓ Social skills     |
| ✓ Literacy, numeracy or language | ✓ Public speaking   |
| ✓ Mechanical ingenuity           | ✓ Musical abilities |
| ✓ Leadership                     |                     |

We currently identify gifted and talented students through a combination of

- |                      |                             |
|----------------------|-----------------------------|
| • Teacher referral   | • General checklists        |
| • Peer nomination    | • Subject checklists        |
| • Self nomination    | • KS2 / 3 and GCSE results. |
| • "Outside" referral | • Reading age test results  |

Strategies for identification, support and development are flexible and constantly under review. For example, we have developed a talent questionnaire to allow us to assess students out-of-school talents through self referral.

Within the register of gifted and talented students every effort has been made to ensure a balance of gender, ethnic and social class within each cohort whilst still maintaining adherence to our aims.

Once on the register, students engagement with activities will be logged to try and ensure reasonable parity of access to events and support. This list will also include a shadow element comprised of students who have either come off the list but are not completely dropped from the support provided through G&T **or** those students who are showing potential and whose progress is monitored to potentially join the G and T list, e.g. EAL students.

In addition students' abilities should be recognised and valued. Appreciation of their achievements makes an important contribution to their development. We set demanding targets, for the work of gifted and talented students, urging them to challenge their expectations of themselves in all curriculum areas. The progress of G&T students is then monitored by:

- Discussion with colleagues
- Discussion with students
- Careful record keeping
- Collation of evidence (i.e. students' work)
- Termly tracking strategies e.g. snapshots, predicted grades, internal and external examination results.

Students will only be removed from the G&T list at the end of a key stage except in exceptional circumstances.

## Support within the classroom

The culture of the school aims to encourage and support the high level of achievement for gifted and talented pupils. Therefore, we have the following classroom ethos

- We understand the importance of finding out about the extent of students' prior knowledge, understanding and skills; we will seek the expertise of EAL and support staff in this. We aim to avoid the unnecessary repetition of work that is extremely de-motivating.
- We are aware that there may be a culture of underachievement among some sub - groups, leading to peer pressure. We endeavour to deal with this positively while remaining sensitive to the need for many students to conform.



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- We are constantly alert to identify the “bright but lazy” student with the potential for excellence if suitably challenged and motivated. We are aware that if they remain unchallenged these students can become bored and this may lead to behaviour problems.
- We are also aware that it is a false assumption to believe that gifted and talented students are easier to teach than the majority of others.

Above all we encourage students to become independent learners by:

- Organising their own work
- Carrying out tasks unaided which will stretch their capabilities.
- Making choices about their work
- Developing evaluation skills about their own work and progress.

We underpin all our practice with policies on equal opportunities and inclusion and have an awareness of effects of bilingualism, ethnicity, gender and social class, on learning and high achievement. There is also an acceptance by all staff that we have a shared responsibility to try to create a stimulating learning environment for gifted and talented pupils.

The following strategies are used wherever appropriate in the classroom.

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|---|---|
| ✓ Varied and flexible student groupings, sometimes set and otherwise mixed ability groupings. | ✓ Visiting speakers   |
| ✓ Differentiation by task (including homework)  | ✓ Skipping stages that are not needed   |
| ✓ Differentiation by outcome  | ✓ Doing less practice   |
| ✓ Differentiation by support  | ✓ Making presentations to the group   |
| ✓ Differentiation by resource   | ✓ Problem solving and abstract tasks  |
| ✓ Differentiation by pace   | ✓ Conducting interviews and designing questionnaires                                |
| ✓ Differentiation by dialogue   | ✓ Debate, discussion and criticism  |
| ✓ Differentiation by content  | ✓ Translating information into diagrams or pictures                                 |
| ✓ Differentiation by independence and responsibility  | ✓ Providing questions to given answers  |
| ✓ Setting individual tasks  | ✓ Producing newsletters or magazines  |
| ✓ Open ended tasks  | ✓ Conjecture, speculation and predictions   |
| ✓ Relating ideas to their own or external experiences   | ✓ Helping other students, coaching or instructing them.                             |
| ✓ Assessing appropriate sources of information  | ✓ Role play situations  |
| ✓ Using a higher level of language  | ✓ Inclusion of higher level thinking skills e.g. synthesis, evaluation and analysis |
| ✓ Puzzles and competitions e.g. the Maths Challenge   |   |

## Faculty responsibilities.

Each Faculty Head and Departmental Leader is responsible for the development of its own procedures for Gifted and Talented students. These must make reference to:

- the provision of differentiated materials. This will take into account Faculty and subject specific factors.
- the inclusion of Challenge within their Faculty Improvement Plans.

Class teachers are also responsible of the identification of gifted and talented students within their subject areas. It is the class teacher’s responsibility to record identification onto SIMs and issue students with a gifted and talented sticker for their planner and a certificate for the progress folder.

## Whole school provision:

To support and enhance the provision in the classroom, we also provide whole school support in the following forms:

- Enrichment and special activities



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- Coaching and mentoring for gifted and talented students.
- Opportunities at Key Stage 4 to take additional GCSEs in subjects that are of interest and are a particular area of talent for the student
- Opportunities for students to serve on various school bodies
- Recognition of achievement through praise and the Reward System
- Encouragement of Gifted and Talented students to help and support other students e.g. through paired reading, group work, helping younger children at Primary Feeder Schools etc.
- A wide range of College activities and opportunities
- The use of suitable agencies for training and provision
- Appropriate pastoral support
- Opportunities for involvement with LEA and DfES initiatives and projects
- Avenues for taking part in the local community and its activities

## Monitoring and assessment of the whole school policy.

Departments and Faculties, with the School Assessment Team and the Challenge Co-ordinator and Team, will review this policy and its effectiveness biannually. It is expected that the most objective means of monitoring improvement will be through improved results from external tests and examinations. However individual mentoring meetings within subjects, Faculties or by the Challenge Coordinator will provide qualitative evidence, especially in the area of talent.

The progress of the cohort of students identified as Gifted and Talented in each school year group (i.e. 5 -10% of the school population) will be used as an indicator of the effectiveness of this policy. The gender, social class and ethnic composition of the Register aims to be representative of the overall population of the school. A copy of the list will be found on the TLC Drive and is held by Heads of Faculty, SLT and the Challenge Co-ordinator.

## The Role of the School Challenge Co-ordinator.

- Leading the implementation of the whole school policy.
- Monitoring and review of the register, the whole school policy, departmental and Faculty policies.
- Overseeing and monitoring the mentoring of Gifted and Talented Students at a Faculty, Department and whole school level
- Tracking progress of Gifted and Talented pupils on the register.
- Lesson observation of teaching and learning policies.
- Making and maintaining links with Head teacher, SLT, HOF, HOY and Governors re Gifted and Talented students.
- Budgeting to support both whole school and faculty developments
- Facilitating training for both whole schools and subject specific areas

## Links with Parents.

All parents are sent an email to inform them that their child is on either the whole school or individual subject gifted and talented register. Parents are directed to Information leaflets on the college website, these provide information on what their child will do in the classroom and also to give advice on how to support their child. Students who are identified as gifted and talented in a specific subject are given a sticker and certificate to celebrate their success. Other aspects of the work with Gifted and Talented students are reported to all parents through the Newsletter.

Parents of Year 6 students are asked to refer their child to the Challenge Coordinator if they believe that they have a particular talent.

Parents are regarded as partners with the school in improving the quality of the educational experience for Gifted and Talented students. The overall aim of this policy is to raise standards of achievement in this school generally.