



Codsall Community High School

High Attaining, Gifted & Talented (HA, G&T) Policy

Introduction, Philosophy and Rationale

At Codsall Community High School, we are committed to an inclusive approach to education that provides an environment, teaching, learning, assessment and a curriculum that encourages students, including those with High Attaining (HA) and Gifted and Talented (G&T) to maximise their potential.

Definitions

In our school a “High Attaining” student reached a high standard in the previous Key Stage or is working at a high standard in the current Key Stage in a subject.

A “Gifted and Talented” student reached an exceptional standard in the previous Key Stage, is working at an exceptional standard in the current Key Stage in a subject or performance activity.

Identification

High Attaining (HA) students in Key Stage 4 meet at least one of the following criteria:

- High Overall Prior Attainment in Key Stage 2
 - Average level of 5 or above in KS2 Reading and Mathematics;
 - Average score of 105 or above in KS2 Reading, GPS (Grammar, Punctuation and Spelling) and Mathematics.
- High Current Attainment in Key Stage 4 in a subject
 - On track for or target grade of 6 to 9 in a GCSE subject or D* in a L2 BTEC.

High Attaining (HA) students in Key Stage 5 meet at least one of the following criteria:

- High Overall Prior Attainment in Key Stage 4
 - Obtained grade 6 to 9 or A* to B in at least five GCSE subjects.
- High Current Attainment in Key Stage 5 in a subject

- On track for or target grade of A* to B in an A level subject or D* in L3 BTEC.

Gifted and Talented (G&T) students in Key Stage 4 meet at least one of the following criteria:

- Exceptional Prior Attainment in Key Stage 2
 - Average level of 6 in KS2 Reading and Mathematics;
 - Average score of 115 or above in KS2 Reading, GPS (Grammar, Punctuation and Spelling) and Mathematics.
- Exceptional Current Attainment in Key Stage 4 in a subject
 - On track for or target grade of 8 to 9 or A* in a GCSE subject.

Gifted and Talented (G&T) students in Key Stage 5 meet at least one of the following criteria:

- Exceptional Overall Prior Attainment in Key Stage 4
 - Obtained grade 8 to 9 or A* in at least five GCSE subjects.
- Exceptional Current Attainment in Key Stage 5
 - On track for or target grade A or A* in an A level subject.

Gifted and Talented (G&T) students are identified using qualitative data that includes:

- County standard or above in sport;
- Grade 6 or above in ABRSM music examinations;
- Black belt in martial arts;
- Nominations from parents, guardians or teachers of Art, Dance, Drama, Music and PE.

Nominations for High Attaining, Gifted and Talents can also come from G&T coordinators from partner middle schools. These will be reviewed by the Deputy Headteacher: Curriculum before being included in the G&T register.

High Prior Attainment students are shown by an "H" in the Prior Attainment column on Know Your Class on SIMS.

High Attaining students are shown by an "H" and Gifted and Talented by "G&T" in the Current Attainment Band column.

Gifted and Talented is also shown on a student's home screen on SIMS, which is available to parents to view. Clicking on the hyperlink to G&T on the home screen will show details of the areas where a student has been identified as Gifted and Talented. A copy of the G&T register is also saved on the staff shared area (T:\CodsallStaffShared\Departments\AllStaff\Gifted & Talented).

Teaching high attaining, gifted and talented students

The most important provision for high attaining, gifted and talent students is high quality teaching and learning. Further details on how this is secured can be found in the teaching and learning policy. Shown below are additional strategies that are employed for high attaining able, gifted and talented students at the school.

Teachers should:

- share differentiated success criteria in all lessons so high attaining students know what they should be aiming for to show high level performance (GCSE grades 6 or 7, B or A and A level grade B) and gifted and talented students know what to aim for to show exceptional performance (GCSE grades 8 or 9, or A* and A level grades A or A*).
- set different tasks or adapt tasks to give a different emphasis for high attaining, G&T students.
- clearly model tasks and provide exemplar materials so HAG&T students know how to produce high level responses to tasks.
- provide challenging work in all phases of a lesson so HAG&T students regularly tackle work at grade 6 or above or grade 8 or above respectively and only accept in work at this standard.
- make use of the characteristics of each individual HAG&T student for example, by asking questions that require higher order thinking; providing opportunities for HAG&T students to teach other students in the group and take on leadership roles.
- develop learners' confidence, self-discipline and understanding of the learning process, and help them to think systematically, manage information and learn from others.
- use peer and self-assessment.
- promote and pay attention to student voice by asking HAG&T for their opinions on their learning.

Note – A student who is High Attaining, Gifted and Talented may not be in all areas of the curriculum so it is important to establish their areas of expertise before employing these strategies.

Subject teachers can do this by using the student targets. If the target is 6+ or 8+ then they know they are high attaining or gifted and talented for their subject.

Other strategies employed

- Staff are encouraged to undertake G&T activities to extend thinking beyond the curriculum.
- HAG&T students in Year 11 will be offered revision sessions and booster classes targeting grades 7 to 9 in English, Maths, Combined and Triple Science.
- HAG&T students in Year 11 will be encouraged to take a least two facilitating subjects in the Sixth Form.
- G&T students in the Sixth Form will be invited to become G&T mentors to Key Stage 4 students and will also receive small group tutorials to gain top grades at A level.
- When constructing the timetable priority will be given to staffing A level classes in facilitating subjects and providing continuity between staff who successfully taught HAG&T students in Year 11 and those who teach them for A levels.
- Provide students with excellent study facilities in the sixth form.
- Timetable Year 12 students into study groups, for an hour a week for each A level course, in the faculty support provided by Year 13 subject ambassadors.

- Timetable tutorial lessons each week for facilitating A level subjects in Year 13.
- Gifted students who attain highly at school and talented students who make use of their talents, for example by representing their county at sport or passing a graded music examination, are recognised in house assemblies, a letter home and by being invited to the Key Stage 4 and 5 celebration evenings.
- All HAG&T students will be given the opportunity to visit a Russell Group university such as Oxford, Cambridge or Birmingham during Key Stage 4 with input provided on 'aiming as high as possible' rather than being content to get by.
- Pupil Premium students who are HAG&T register will be provided with further opportunities using the funding available.
- All teaching staff are set appraisal targets for securing high achievement for HA students.
- Staff training will be organised for all teaching staff, on challenging HAG&T students and this will be monitored through regular drop ins by the Head of Faculty.
- Provide information to parents on how they can help their HAG&T child.
- Provide input during UCAS process to encourage all HAG&T students to apply to at least one Russell Group university.

Monitoring and evaluation

The attainment of the HAG&T cohort will be evaluated each term with information presented in the School Evaluation Form (SEF) and examined by the Senior Leadership Team and the Codsall Community High School Governing Body.

The progress of individual HAG&T students will be monitored during work sampling each term.

A random sample of high attaining students, gifted students and talented students in Key Stage 4 and 5 will be interviewed each term in separate groups with their exercise books and folders by the Deputy Headteacher: Curriculum and Assistant Headteacher: Sixth Form to monitor and evaluate provision from the students' perspective.

The table below shows the main measures used to evaluate outcomes for HAG&T students at the school.

Measures	School			National All
	2015/16	2016/17	2017/18	
5 or more 6+s		31%	30%	
6+ in Best English	36%	45%	34%	35%
6+ in Maths	30%	28%	29%	30%
High Prior Attainment Progress 8	+0.04	+0.19	+0.24	+0.00
5 or more 7+s	15%	13%	15%	13%
5 or more 8+s at GCSE		7%	4%	
8+ in Best English	7%	9%	6%	10%

8+ in Maths	11%	10%	11%		9%
A level Progress for A or above at GCSE	+0.2	+0.1	+0.1		+0.0
AAB in at least two facilitating subjects	11%	10%	16%		16%

This shows a good level of performance by high prior attainment and gifted students at both Key Stages 4 and 5. Implementing this policy will help ensure performance improves further from good to outstanding.