

Berwick Academy

Policy to support and challenge GATE pupils.

GATE – leading and inspiring learners at Berwick Academy.

1. Rationale

The terminologies used for gifted and talented students varies from organisation to organisation; over the years many terms have been used, often being grouped into 'gifted and talented' although more recently there is a trend towards 'able'. The identification of pupils for the cohort is also very varied and tends to mirror the ethos and aims of the school.

The Ofsted school inspection handbook (September 2012) states that it is 'important to test the school's response to individual needs by observing how well it helps all pupils to make progress and fulfil their potential' and that it may be relevant to pay particular attention to the achievement of 'the most able students'.

The recent report 'Educating the Highly Able' produced by the Sutton Trust (July 2012) recommends 'the confusing and catch-all construct "gifted and talented" be abandoned' and suggests the focus, as far as schools are concerned, should be on those capable of excellence in school subjects, which the report terms, 'highly able'.

Potential Plus (formally National Association for Gifted Children) prefers the phrase, 'high learning potential'.

At Berwick Academy, we recognise that up to 10% of our pupils will be categorised as **Gifted, Able and Talented**, in the sense of possessing exceptional ability in one, many or all areas of experience. We also recognise that there are pupils who possess such positive attitudes to learning in and outside the classroom that they always go above and beyond expectations – these pupils are categorised as **Enthusiastic**.

Berwick Academy aims to provide for the individual needs of all pupils, therefore it is important that the needs of **GATE** pupils should be recognised and strategies developed for their identification and support. The GATE pupils will be on the GATE register.

Berwick Academy's aims are as follows:

- To provide an outstanding intellectual, social, moral and physical education, upholding the school's core values of friendship, learning and respect.
- To foster an inclusive and supportive school community, which provides individual pastoral care to meet the needs of every child.
- To develop a spirit of enquiry and a lifelong love of learning, through inspirational teaching and positive learning experiences.
- To engender positive links between the school and the parents of our students, as well as with the local community, in order to support Berwick Academy learners in every way.
- To prepare all our students for life in an increasingly global society; equipping them with the knowledge, skills and understanding they need to make a positive contribution to it.

The aims of the GATE policy support those of the school and are as follows:

- To ensure that all of our pupils optimise their abilities and achieve the greatest possible success and personal fulfilment.
- To identify the support that our pupils require to make the most of their abilities.
- To provide differentiated and extension activities that will enrich and inspire our pupils, and help build their aspirations.
- To ensure that GATE pupils participate and provide support if there are difficulties.
- To foster and draw out the capabilities of pupils who may not see themselves as gifted and/or talented.

2. Terms of Reference

Berwick Academy uses the following terms to describe the cohort:

- **Gifted:** up to 5% of pupils nationally who achieve or have the ability to achieve at a level significantly in advance of their year group nationally in one or more subjects of the statutory curriculum. These pupils are either identified by their attainment at KS2 (or other data sets such as cognitive tests) or by subject teachers, especially for pupils who are not achieving academically, perhaps due to other special educational needs – in these cases cognitive testing may also be used to confirm giftedness.
- **Able:** up to 10% of pupils at Berwick Academy who are achieving at the highest levels academically relative to their year group. These pupils are identified by the subject departments using progress and attainment data.
- **Talented:** the pupils who excel or may excel in Art, Music, Creative Arts, Sport or technology subjects. These pupils are generally creative and/or kinaesthetic and their talent may not be evident in academic subjects. There is no percentage measurement as the numbers are not relative to the year group.
- **Enthusiastic:** around 5 - 10% of pupils that are contributing to lessons in such a way that they are consistently promoting a positive learning environment. They turn up to extra-curricular activities where possible and go above and beyond with learning at home. These pupils vary in academic ability although they can sometimes make accelerated progress and move into the able cohort through the course of their education. They exhibit what might be called a 'growth mindset', are open to new ideas and ask excellent questions.

3. Selection Criteria

The following points summarise the key points for selection to the GATE lists.

- The Gifted pupils are selected based on possessing the ability to achieve above and beyond national thresholds in academic assessment.
- The Able pupils are selected based on absolute values relative to the academic abilities within their school cohort.
- The Talented pupils are selected based on abilities in creative/kinaesthetic activities.
- The Enthusiastic pupils are selected based on their contribution and enthusiasm in subjects compared with their year group at Berwick Academy.
- The GATE lists are dynamic – there will be key points throughout the year when pupils can be nominated and added.
- A GATE pupil can come off the list but only after intervention and serious consideration of all potential impacts.
- Pupils can be nominated for GATE status by subjects, parents and peers.
- GATE status is not based on academic achievement alone.
- Some GATE pupils, especially those that fit the Gifted and Talented categories, will have IEPs to support progress.

4. Action Plan

The five key areas of action are:

1. Ongoing audit and quality assurance of GATE provision - actions that support the evaluation, monitoring and control of the plan such as reviewing the cohort's data profiles at key points through the year to assess progress and surveying school and departmental provision of GATE initiatives.
2. GATE Policy – writing of policy, maintenance of the GATE lists and liaising with significant others such as external agencies/providers, universities, businesses, parents and schools.
3. Whole school GATE initiatives – activities and events at school level that support the progress of GATE pupils.
4. Departmental GATE initiatives – activities and events at departmental level that support the progress of GATE pupils.

5. Classroom teacher – differentiation and learning strategies that support progress of GATE pupils.

Please see appendix for the plan for 2015/2016 academic year.

5. Roles and Expectations

Deputy Head – Teaching and Learning

- Represents GATE on the SLT and ensures that items concerning GATE are on the meeting agendas.
- Provides line management support for the GATE Coordinator.
- Oversees the GATE provision and contributes to the formation of policy.
- Contributes to and supports the implementation of the action plan.
- Seeks and deploys funding for special events.

GATE Coordinator

- Prepares, from faculty data, a register of the GATE pupils.
- Monitors the provision for and progress made by this cohort at identified points through the year, depending on year group.
- Identifies the PP pupils within the GATE cohort.
- Ensures the policy is implemented and reviews the plan at regular intervals, adapting it as necessary.
- Liaises with middle schools and first schools.
- Ensures that pupils are supported with IEPs where necessary.
- Oversees and in some cases provides enrichment and extension activities.
- Generates and communicates enthusiasm for GATE in the school and at home and amongst all interested parties.
- Promotes and in some cases organises outreach activities with universities, industry and others who will stretch and engage beyond lessons.

HoFs

- Nominate staff from the faculty to liaise with the GATE co-ordinator.
- Identifies GATE pupils in the department and explains their rationale for addition to the GATE register.
- Monitors the provision for and progress of GATE pupils in their department at identified points through the year, depending on year group.
- Considers the list of identified students twice a year, depending on year group.
- Liaises with GATE co-ordinator.
- Provides feedback, shares best practice in teaching and learning including contributing examples of GATE pupils' work to GATE events such as showcases.
- Provides SOWs that contain enrichment/extension material for GATE pupils.
- Ensures that best practice, enrichment/extension material is used by department teachers.
- Considers and organises outreach activities.
- Considers and organises extra-curricular activities e.g. maths challenge.

HOKS

- Aware of who is on the GATE register.
- Liaises with GATE co-ordinator when necessary.
- Seeks and listens to views of GATE pupils as part of the supporting process.
- Provides feedback to GATE co-ordinator that supports the pupils but also informs the policy.
- Ensures GATE is part of the transition process (KS3).

SENCO

- Supports the GATE co-ordinator with regard to the GATE pupils with an IEP.
- Provides support with cognitive testing.
- Provides advice and guidance as necessary.

Classroom Teachers

- Develops exciting, differentiated learning within lessons that accelerate, extend and enrich the learning in the classroom.
- Develops seating for learning strategies.
- Nominates pupils for the GATE lists.
- Liaises with others in the department and/or the GATE co-ordinator to assess giftedness.

Tutor

- Offers IAG and helps GATE students to make the right choices.
- Liaises with parents reporting back to the GATE co-ordinator when necessary.

HLTA/TA.

- Works with the GATE pupils, especially those with an IEP as part of the support in the department.

GATE Governor

- Raises the profile of the GATE programme amongst students, parents, colleagues and other schools in the area.
- Raises the status of the GATE Coordinator
- Ensures funds from the school budget are allocated to GATE.

This policy is reviewed on an annual basis by the GATE Coordinator in conjunction with SLT and the named governor for GATE.

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