

Outwood Post 16 Centre, Worksop

Policy Statement on Gifted and Talented Students



**January 2017
Mrs J Shea**

INTRODUCTION

Outwood Post 16 Centre aims to provide a stimulating environment where students' needs are recognised irrespective of background, culture or ability. We value academic excellence and personal individual achievement. Within this context we are committed to serving the needs of those students designed as 'Gifted and Talented', ensuring that they are sufficiently stretched and challenged to achieve their full potential.

We offer comprehensive support for gifted and talented students. This includes:

- The opportunity to visit Russell Group universities, e.g. Oxford, Cambridge and Nottingham.
- Comprehensive advice and guidance on the complex UCAS application process to top universities and competitive courses such as Medicine, Dentistry, Veterinary Science, and Law.
- Interview preparation and mock interviews.
- Help in organising work experience.
- Invitation to attend presentations delivered by guest speakers including annual talks delivered by the Royal Society of Chemistry, and Oxbridge Admissions tutors.
- The opportunity to take part in activities that will enhance your application such as Maths Challenge, STEM events and enrichment activities.
- Individual Pathways for more able students
- Targeted intervention for High Ability underachieving students

Identification of Gifted and Talented Students

Students who show outstanding ability in one subject or across a selection of subjects. They are likely to have achieved at least one of the following;

- * A/A* grades at GCSE and a GCSE score of 52.01 to 58. (This will result in them being set A grade AS targets.)
- * Target is at least AAB.
- * Grade 8 music or Grade 6 music with distinction awards.
- * Members of national or professional/semi-professional sports teams.

They will usually have been identified by teachers in their feeder schools or from prior examination data. However, they may have been identified by their parents/carers and Post 16 teachers during their first few months at the Centre or after January and summer exams.

Transfer and Transition

- In July a letter is sent to all feeder academies/schools, listing the students that are intending to enrol in the Centre and requesting that they identify anyone whom they perceive to be gifted and talented.
- When groups have settled and teachers have established some knowledge of their new students, a list of students currently identified through examination data and information from feeder academies/schools and parents/carers is sent to all Post 16 teaching staff asking them to comment on students identified on the list and to add those who have come to their attention as being particularly gifted or talented in their subject area.

Provision

- Most subject groups are mixed ability, though where two or three groups exist within a single block teachers will occasionally choose to stream the groups into higher and lower ability teaching groups. The challenge remains however to recognise and provide provision for students of outstanding ability within both frameworks. Tutors will receive guidance on supporting and monitoring the progress of our most able and classroom teachers will have INSET to help them ensure students achieve top grades.

Provision within the curriculum

- Students are offered a very broad range of AS and A2 subjects at the Post 16 Centre – 34 in total which aims to ensure that they can study the subject and the combination of subjects best suited to them.
- Academically gifted students are encouraged to study 4 subjects at AS.
- Alongside the current A level provision students are offered the opportunity to take a further AS in Core Maths or an Extended Project Qualification which involves the students in personal research and writing and is equivalent to a further AS level qualification. The skills developed in completing the Extended Project are the gateway to level 4 university courses;
Stage 1: Effective research and referencing e.g. Harvard Referencing, Assessing validity of resources.
Stage 2: Data collection and questioning of reliability.
Stage 3: Academic writing.
- Examples of support and strategies appropriate to gifted and talented students are shown in Appendix I.
- Work schemes should allow for differentiation including enrichment, acceleration and extension activities for the most able, including those who are talented in one practical specialism e.g. music, dance, sport, drama.

Six ways to challenge high-ability students in lessons;

- 1) Set extension tasks based around evaluation and higher order questioning.
- 2) Ask them to teach or support other pupils when they have finished their own work.
- 3) Get them to prepare and teach a part of the lesson so they 'lead the learning'.
- 4) Direct them to extension research resources and web sites.
- 5) Ask them to devise a research question connected to the topic and to pursue this over the coming weeks. Invite them to a monthly enrichment session, structured around university style teaching.
- 6) In each lesson expect them to achieve the "Aspire" targets and use PIN marking to encourage them to work more independently and focus on exam techniques.

Homework is set in order to:

- Reinforce and consolidate work covered in the lesson, often by setting exam practice questions.
- Encourage independent and reflective learning.
- Develop knowledge and understanding.
- Prepare material for subsequent work.

The assignments are varied in task and outcome, and manageable. A level students should do approximately 5 hours per A level subject per week.

Homework tasks should allow for differentiation where appropriate in order to provide suitably challenging tasks for more able students.

Extra-curricular and enrichment activities

- A range of extra-curricular activities are available to students, which provides them with the opportunity to discover and/or develop their skills and abilities. Those students identified as 'gifted and talented' are encouraged to take part in appropriate activities which will extend and challenge them as well as encouraging them to take responsibility for their own development e.g. Duke of Edinburgh Gold Award.
- Gifted and Talented students are encouraged to take responsibility for the writing of articles for "Outlook" our Post 16 termly publications, which celebrates our students' achievements. We will also publicise their individual achievements via our "Roll of Honour Hotboards" and newspaper articles.
- Gifted and Talented students will be spoken to specifically regarding entrance to highly competitive universities such as Oxbridge and a number of visits and activities are organised for them. For example our Year 12 students are encouraged to apply for Oxford University's **UNIQ Summer School**, a free summer school that takes place each July. They attend lectures and seminars in their chosen subject and workshops about applying to Oxford and can also take part in a variety of social activities each evening. For more information visit www.ox.ac.uk/studydays.

The Sutton Trust Summer School – A week long course designed specifically for academically able students who are from non-privileged backgrounds. It is open to students

(home UK only) currently studying in Year 12 or equivalent at maintained schools or colleges in the UK. Priority will be given to students who meet all or most of the following criteria:

- Will be the first generation in their family to attend university
- Have achieved at least 5 A/A*s at GCSE
- Come from neighbourhoods with low overall progression rates to higher education
- Are taking relevant subjects in relation to the subject stream they are applying for
- Attend schools or colleges with a low overall A level (or equivalent) point score
- Are under the age of 18 at the time of the summer school

There may be other academic criteria depending on which course you are applying for and students are advised to check with the relevant university.

For more information and the online application system please go to www.suttontrust.com/summer-schools

Please note that it is the responsibility of the student to make the application. For the application the details needed are:

Name of the Centre = Outwood Post 16 Centre

UCAS Centre number = 17457

Nottingham University Summer School – The University of Nottingham’s Nottingham Potential Summer School (previously the Experience Programme) is a free programme targeted at high achieving Year 12 students who may not otherwise have the opportunity of finding out what university is really like. It starts in July with a week-long residential summer school. Participants will then receive on-going support and guidance, including e-mentoring and revision classes, throughout Year 13 to provide an insight into higher education and assist in the decisions they must take at this time.

Students who complete the summer school and subsequently register as full-time undergraduate students at The University of Nottingham will automatically qualify for the Nottingham Potential Bursary, a bursary worth £1,000 per year for each year of study. Applications are made online through this website www.nottingham.ac.uk/npass.

Further details are available from the Summer School Team on 0115 846 6962 or at summer-school@nottingham.ac.uk.

Our talented actors, musicians and sports specialists will also benefit from our University days, guest performers and the opportunity to perform to live audiences.

Monitoring and Assessment

- Gifted and Talented students are kept well informed of the requirements for the A* grades/ A grades and are encouraged to strive for top grades.
- Assessment should be flexible enough to accommodate the more unusual responses which the most able students might produce.
- Having identified students as being 'gifted and talented' their progress against expected targets is carefully and regularly monitored by subject teachers, tutors and management to ensure that suitable progression is being achieved.
- Gifted and talented students who are falling below their expected targets will be visited in lessons, and interviewed by the Head of the Centre. Heads of Department will ensure intervention strategies address underachievement and measure the impact of those strategies.
- Questionnaires and focus groups will be used during each academic year to ascertain the views and experiences of our current Gifted and Talented cohort and this information will be used to inform future policy.
- Parents/ Carers to be fully informed. They will receive regular reports (6 per year), letters from the Head of the Centre and have the opportunity to talk to subject teachers and tutors 4/5 times a year.
- This policy complies with the procedures and time scales outlined in the current Marking and Assessment Policy.

Responsibilities

- The Head of the Centre will have overall responsibility to ensure this policy is fully implemented each year and reviewed/ updated each July.
- Subject Leaders, Learning Managers and tutors will play a major role to ensure we provide a first-class experience for our gifted and talented students.
- Learning managers and SLT will monitor the progress of students through Praising Stars data and RAG meetings each half term.