



## Gifted and More Able (GAMA) Students Policy

### 1. Introduction

The Gifted and More Able (GAMA) programme aims to provide our potential high achievers with the tools they need to meet or exceed their potential and successfully compete with the strongest students from the local area and across the country. The programme aims to meet these students' needs by ensuring that they have access to activities and teaching that appropriately challenges them (therefore preventing underachievement) and preparing them for the pursuit of top university and work opportunities.

'Gifted and More Able' status refers to approximately 30% of students per year group. For students who entered the school before 2016, this refers to those who have attained a level 5 or above in English and Maths in KS2 SATS or a level 5 in one and 4 in the other. For students entering after 2016, this status is applied to the top third of students according to their maths, reading and grammar, punctuation and spelling test standardised scores. Students without SATS will be judged by their in-school performance and given GAMA status if appropriate.

### 2. Rationale

'Together We Achieve' (Sackville School vision statement).

Sackville School is dedicated to the development of capable, caring, creative and confident individuals. We strive to ensure that every student's needs are met and that all students are supported, challenged and stretched to help them reach their potential.

'Focus on improving provision for gifted and talented pupils had a positive impact on outcomes for all pupils' (Ofsted, 2009)

'Equality of opportunity does not mean that all children have the same abilities. Nor does it mean uniformity of attainment and the neglect of the pursuit of excellence.' (B. Wallace, 1991)

'Schools will be expected to do more themselves for these pupils.' (Ofsted, 2009)

Sackville School's policy for GAMA students will:

- Encapsulate the Sackville Standards
- Enhance and complement existing policies

- Provide a framework for faculty and departmental policies for GAMA students.

### **3. Aims**

‘Teachers [in the best schools] had focused appropriately on matching their materials and activities in lessons to the needs of all pupils to make sure they were challenged.’ (Ofsted, 2009)

The school seeks to:

- Identify Gifted and More Able children on entry to the school and review this annually.
- Ensure that our most able students are motivated, stretched and supported to achieve the very best grades they are capable of.
- Ensure GAMA students are shown on class registers in the SIMS system for all staff.
- Have annotated seating plans to highlight GAMA students.
- Provide greater challenge in the classroom through differentiation.
- Make sure that extension and/or challenge material is included in all departmental schemes of work.
- Provide sufficient and appropriate resources and opportunities to enable students to become independent learners.
- Provide enrichment opportunities to enable students to develop their abilities in different environments including through our higher education partnerships with Oxbridge and University of Sussex.

### **4. Provision**

Curriculum Team Leaders or staff with key stage responsibility will highlight and lead discussions with departmental teams regarding Gifted and More Able students and appropriate provision.

The following strategies will be used in order to achieve the policy aims:

- Each faculty or department will have its own specific policy for GAMA students.
- Schemes of work in all subjects will address the needs of GAMA students.
- Subjects will group according to ability in the different key stages as appropriate.
- Enrichment and extension activities will be provided across the curriculum.
- Resources will be made available to accommodate the needs of GAMA students.
- Departments will consider the provision of extra-curricular activities.
- Students and parents of GAMA students will be notified of any forthcoming opportunities.
- Support and guidance will be provided for students to aspire to higher education in school as well as through our university partnerships.

### **5. Monitoring and Evaluation**

Curriculum Team Leaders or delegated teachers will:

- Write and review the faculty policy for GAMA Students
- Provide summaries of strategies used to support GAMA students
- Describe how resources are allocated
- Review tracking data and keep a watching brief on progress and achievements over the year
- Set priorities for the coming year.

The Leader of Learning for KS3/4 will:

- Track and review overall GAMA student achievement and progress
- Make judgements on procedures and the success of the policy aims at school, faculty and department levels
- Review and deliver in-service training for staff dealing with GAMA students
- Liaise with enrichment and partnership providers

## **6. Policy Review**

This policy will be reviewed as part of the School Improvement Plan in Autumn Term 2020.

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