Academic Extension Policy - Junior School

Introduction

This policy represents the Bedford Modern Junior School provision for our most able students. In other schools this might be referred to as Gifted & Talented, or Able, Gifted and Talented.

It is general educational practice in the United Kingdom for schools to make provision for their most able. This is a dimension of provision that is inspected: more able students are expected to progress at a rate appropriate to their ability, irrespective of class, school or national averages. As well as this, the spirit of the Equality Act of 2010 demands all are treated fairly and with due consideration: as such, our most able students should not be forgotten or overlooked based on their enhanced ability or just left to their own devices. This chimes with our commitment to Fundamental British Values as a school, in catering to the needs and demands of all students as individuals in a democratic and respectful way.

Aims and rationale

The thrust of academic extension as a general, school-wide principle fits with Bedford Modern Junior School's selective intake and is the spirit of our policy. Our average student sits within the top 20% of the national cohort, and thus we aim to intellectually and academically extend all of our students.

However, within this provision there is still a place and desire to identify our most academically-able students and extend and challenge them to the utmost of their academic capabilities.

Definition

We regard gifted/talented students as those whose abilities are so well developed and so far advanced of their peer group that it is necessary to provide additional learning experiences which develop, enhance and extend their identified abilities.

Being gifted/talented covers more than just the ability to succeed in tests and examinations. Some students will do well in examinations but are not necessarily gifted, whilst others, who are gifted, may underachieve for a variety of reasons.

The definition of gifted/talented students at Bedford Modern School Junior School is based on **potential** as well as levels of achievement.

Roles and Responsibilities

The Junior School Deputy Head Academic will act as the **Junior School Co-ordinator** for students who require extension and will:

- work with the Head of the Junior School and Junior School Executive team, and staff to develop, monitor and evaluate the School's Academic Extension policy and to lead its implementation;

- liaise with, and support the Head of English and Head of Maths, Curriculum Coordinators and staff in the identification of, and provision for the more able students and build up their understanding of their issues;
- liaise with the SENDCo and her team to ensure that we are considering gifted/talented students with special educational needs;
- encourage subject coordinators to enter students into both regional and national competitions;
- ensure that a suitable register is maintained of those students regarded as being more able;;
- liaise with the Deputy Head (Academic, Senior School) regarding the transfer of students from Year 6 to Year 7 to suggest potential early identification of students moving into the Senior School.

It is the responsibility of the **classroom teacher** to put the School policy and Curriculum procedures into action. They will have high expectations of their students and will support and encourage them. Subject teachers will provide the Deputy Head Academic with a list of students whom they nominate as being gifted/talented. In particular, the teacher will encourage the gifted/talented students to:

- extend their skills, knowledge, understanding and thinking;
- use their initiative;
- value independent learning;
- develop creativity;
- work within a variety of groups;
- take part in cross-curricular activities;
- develop leadership and interpersonal skills;
- participate in extra-curricular activities.

Identification

Students will be identified as a result of:

- teacher observation of performance and behaviour in a variety of situations both within and outside the classroom;
- assessment using open/differentiated tasks;
- discussions with colleagues;
- subject-based checklists;
- record keeping and tracking student progress through regular testing, GL tests and reporting; ;
- monitoring students' performance in national, standardised tests (GL Assessments)
- performance in externally validated exams, including LAMDA and music graded exams

Academic extension for all of our students

Bedford Modern Junior School's students, being overwhelmingly able, should benefit not just from interesting and engaging 'core' content in lessons, but also by going 'off-piste' to develop and extend thinking.

Outside of the classroom, students can be extended in many ways, including (but not limited to):

- Collaborative work between departments to fuel thinking about the connections between subjects.
- Recommendations of reading lists or articles for wider reading.
- Extension days e.g. Shakespeare Workshop, Rocks and Soils etc.

- Entry into regional and national competitions.
- Co-curricular opportunities.
- Subject specific opportunities outside the classroom

Monitoring and Evaluation

The extension policy will be reviewed annually, and its effectiveness evaluated using the following indicators:

- Records of individual student progress;
- Feedback from Subjects and individual teachers;

Mrs K Harpin
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