



ELECTUS PROGRAMME POLICY INCLUSIVE OF ABLE, GIFTED & TALENTED

The Electus Programme (EP)

In keeping with our mission to enable individuals to discover their strengths, set their own goals and develop their potential and confidence, Collingham makes provision for students who are gifted and/or talented through its Electus Programme (EP). The EP is designed to stretch excellent students beyond the requirements of the examination syllabus and to give them access to a variety of extracurricular and ‘supra-curricular’ activities. Such students are offered the opportunity in Year 12 to undertake guided research and complete an extended project on the cross-curricular topics of their choice, and experience of presenting their work in seminar-style meetings with small groups of their peers. The chief aims of the EP are:

- to foster pleasure in independent learning and curiosity about subjects and topics other than those being studied as part of the curriculum;
- to develop participating students’ confidence by enabling them to present their work to small groups of their peers and act as mentors to younger students;
- and to offer students the stimulation of more advanced, individualised support from specialist tutors.

Collingham’s small class sizes and tutors whose expertise encompasses academic achievement at a high level and a wide range of artistic and creative talents, mean that we are exceptionally well qualified to make differentiated provision for gifted and talented students. The guiding principles of the EP, and those of the College community, are excellence, perseverance, respect and courage.

Gifted and talented students are those who have one or more abilities developed to a level significantly ahead of their year group, or with the potential to develop these abilities. It is recognised that ability rather than achievement needs to be identified, so that students who may have a track record of underachievement can be nurtured and encouraged to discover their strengths. Some of our students have experienced fractured or troubled educational or personal backgrounds which have impeded development of their potential. Collingham recognises that high ability may present as behavioural issues, unhappiness or boredom; with our tutorial-style teaching and close supervision from the Personal Tutor, Collingham is uniquely positioned to identify and stretch those who have previously underperformed.

‘Gifted’ refers to those pupils who are capable of excelling in academic subjects, and are identified as those who are performing significantly above the expected level in one or more curriculum areas.

‘Talented’ refers to those pupils who may excel in areas requiring visio-spatial skills or practical abilities, such as art and design, music, P.E. or performing arts such as dance and drama.

Collingham respects the right of all students, irrespective of differences in ability, to access various areas of learning, both for their self-fulfilment, and for their development into active and responsible adults. We value the individuality of our students and ensure that our teaching and learning takes into account the needs of each of them. We are committed to giving all our students every opportunity to achieve the highest of standards. We believe that by ensuring appropriate provision for EP students, we will ensure the highest quality of education for all Collingham students.¹

Mission Statement

The EP aims to develop independent learners who exercise curiosity and creativity in all areas of their endeavour.

¹ Neumark, *The Issue: Gifted and Talented – best practice for all is best practice for the most able*, Times Educational Supplement, October 2008.

We recognise the importance of providing a safe, encouraging environment in which our most able and keenest students can take risks and view failure as part of the learning process. In this way we will equip them for the challenges of higher education and their future careers, which will require resilience and the ability to adapt and cope in new environments.²

Identification of Electus students

Some students are identified by their GCSE profile on registration at Collingham. Others are nominated by subject tutors and Heads of Department, and invited by the EP Coordinator to participate in the programme.

Gifted and talented students will show a combination of a number of the following characteristics:

- Language skills: wide and apt vocabulary; verbal fluency; nuanced expression
- Reasoning skills: logical thinking; structured thinking; abstract thinking; rapid assimilation; strong evaluative ability; independence of thought; ability to cope with ambiguity
- Organisation: initiative; self-motivation; intensity of focus; excellent memory; long attention span
- Innovation: imagination; creativity; ability to link concepts and ideas; problem-solving skills
- Personal qualities: perseverance; dedication; drive; perfectionism; leadership; unusual alertness; inquisitiveness; keen sense of humour

Collingham seeks to ensure direct input in identification from teachers and Heads of Department since excellence will manifest itself in different forms across subjects, and those best equipped to recognise it are subject experts.³

These characteristics may also be found in students whose enthusiasm, diligence and application are such that they are performing above expectation in a subject, and whose commitment to the subject and to undertaking additional learning renders them suitable for inclusion within the EP.

Where a student is identified both as EP and as having Special Educational Needs or Disabilities, the EP Coordinator will discuss the student with the SENDCO in order to ascertain what limitations or additional requirements might exist for challenge work, and to ensure that members of staff are fully aware of the student's needs and interests.

Additional support for EP students

Whilst EP students will have access to all usual forms of support on offer at Collingham whenever a child is struggling (e.g. Personal Tutor, SENDCO, etc.) sometimes the problems encountered by an EP student may relate directly to their abilities, and therefore may require discussion with the EP Coordinator. In these instances a personalised plan will be put in place by the EP Coordinator to assist the student, and may include regular mentoring meetings with the EP Coordinator or another member of staff; communication with parents; close monitoring of student work and workload; etc. Difficulties which suggest the desirability of such intervention may include:

- low confidence and self-esteem
- high degree of frustration and self-blame
- poor study skills;
- social isolation and a belief that they are misunderstood and different to their peers;
- problems with concentration;
- living in own 'private' world.

Teaching and Learning – provision for EP students

Whilst EP students will be able to access additional enrichment activities, Collingham recognises that the most significant provision for EP students occurs within the classroom on a daily basis.⁴ Where teachers plan engaging lessons with stretch and challenge in-built and accessible to all students, including those that are EP, then high levels of progress will be made by all

² NACE, *Able Learners, Independent Learners*, 2010, pp. 2; Department for Education, *What works in improving the educational achievement of Gifted and Talented students*, 2008.

³ Goodhew, *Meeting the needs of Gifted and Talented Students*, 2009, pp. 29

⁴ Goodhew, *Meeting the Needs of Gifted and Talented Students*, 2009, pp. 12

students. Tutors are asked to record on schemes of work the opportunities for extension they have offered to EP students, which may include the following:

- Richer or more challenging tasks
- Challenge to engage with difficult or complex ideas
- Accelerated pace of tasks or greater depth/breadth within tasks
- Creative tasks
- Open-ended questioning to elicit individual responses
- Independent research or problem-solving
- Access to additional reading or other resources
- Opportunities to work with others with similar interests/abilities
- Opportunities to assume leadership during tasks
- Opportunities to mentor younger students
- Opportunities to experiment, take risks and possibly fail
- Competitions: individual, team, internal, external

Collingham Dissertation

The Collingham Dissertation is designed to stretch excellent students in their AS year beyond the requirements of the examination syllabus, to enable them to undertake guided research and write an extended essay in the cross-curricular areas of their choice, and to give them experience of presenting their work in seminar-style meetings with small groups of their peers. Completion of the dissertation also enhances a student's profile for the UCAS application process –particularly Oxbridge entry– and develops all-important skills in public speaking.

Participants in the programme meet with tutors in their chosen subject areas early in the Autumn term, to discuss their ideas and devise tasks leading to a Collingham Dissertation of 2,000-3,000 words in length, to be completed in March. They continue to receive supervision from the EP Coordinator, and individual tuition (approximately six-eight hours in total) from subject tutors, for the duration of the project, and are encouraged to present their work orally to their peers taking part in the programme. Students' achievement is recognised with a certificate in our annual prize giving ceremony.

Enrichment

EP students will also be given additional enrichment opportunities. This will take various forms, depending on opportunities available and what is appropriate for each individual. Heads of Department have responsibility for including enrichment-type opportunities for EP students in their subjects, which might include the chance to attend lectures or study days, go on relevant visits to museums or theatres, attend a reading or debating group, etc. These activities may be provided solely for EP students or, where they are suitable, for all interested students.

The EP Coordinator will meet regularly with each EP student, and where a tutor identifies a need for more frequent meetings these may occur on a regular basis. The purpose of this meeting will be to review the student's attainment, their engagement with and enjoyment of learning, and to ensure that their needs are being met and interests catered for.

Enabling Curriculum Entitlement and Choice

Curricular organization is flexible to allow students to have enrichment and to work beyond their age and/or phase, and across subjects to help maximise individual potential.

Assessment for Learning

Assessment data is used by all teachers across the college to ensure challenge and sustained progress in individual students' learning. Formative assessment and individual target setting is part of established practice. Self and peer assessment is part of classroom practice.

Leadership

All teachers have a responsibility to be aware of and to implement best practice for EP students. This is supported and led by the EP Coordinator.

Policy

The EP policy is integral to the College's philosophy. The policy directs and reflects best practice in the college.

Engaging the Community, Families and Others

Parents and guardians are informed of developments and encouraged to be actively engaged in extending their child's education.

Responsibilities for EP provision

Classroom teachers

- Familiar with the Electus students in their classes
- Plan for enrichment and challenge routinely within lessons
- Track the progress made by excellent students in their classes
- Assist with the planning and implementation of subject-related and cross-curricular EP events

Heads of Department

- Familiar with the Electus Students in their subject areas
- Schedule opportunities to discuss EP student progress in departmental meetings
- Monitor provision for EP students during lesson observations
- Track the progress made by excellent students in their subject area
- Maintain the Department's EP webpages on the Collingham College website through regular submission of work to the EP Coordinator
- Support subject tutors in planning subject-related and cross-curricular events
- Plan and implement department-related and/or cross-curricular events (e.g. talks, workshops, trips, etc.)

Personal Tutors

- Familiar with the Electus students in their tutor group
- Support and encourage tutee engagement in subjects and subject-related events
- Refer student to EP Coordinator where student would benefit from more individual attention

EP Coordinator

- Familiar with all EP students
- Organises regular meetings for core EP students, to enable beyond-curriculum stretch/challenge, and to help foster group cohesion and an ethos of excellence
- Meets regularly with each EP student. Creates individual support plans where an EP student may be struggling, in coordination with the Principal, SENDCO, College Counsellor, Heads of Department and subject tutors.
- Works with HoDs and tutors to support their departmental strategies for Electus provision
- Monitors provision for Electus Students during lesson observations
- Tracks the progress made by Electus Students
- Works with tutors to support their enrichment of lessons
- Supports HoDs in developing their EP webpages
- Works with HoDs to plan and implement suitable subject-related events (e.g. talks, workshops, trips, etc.)
- Plans and delivers cross-curricular EP events (e.g. talks, workshops, trips, etc.)

Parental communication

Collingham recognises the essential role played by parents when they are able to understand their child's needs and to support the College's provision for EP students. The EP Coordinator will communicate directly with parents when they raise queries, and will also contact parents in the event of exceptional achievements or where problems may exist for an EP student.

All tutors and HoDs are expected to be familiar with the EP students for whom they have responsibility, and should provide detailed feedback to parents on EP student attainment at Parents' Evenings.

Legal Status:

- This policy is integral to the Regulatory Requirements, Part 1 Quality of Education Provided (curriculum) (teaching) of the Education (Independent School Standards) (England) Regulations 2013

Applies to:

- The whole college inclusive of all clubs, activities and events provided by the college for these year groups, inclusive of those outside of the normal college hours.
- All staff (teaching and support staff).

Related Documents:

- Curriculum, Teaching and Learning policy, Subject and Faculty policies and documents, including, where relevant Schemes of Work, lesson resources and Faculty Review documents

- Differentiation policy, Marking policy, Homework policy

Availability:

- This Policy is made available to parents, staff and students in the following ways: via the college Website, within the Parent Policies Folder in the Front Office, and on request a copy may be obtained from the College Office.

Monitoring and Review:

This policy will be subject to continuous monitoring, refinement and audit by the Principal who is supported in this process by:

- The Vice Principal responsible for the Electus programme who oversees the planning and delivery of lessons appropriate to the needs of Electus Programme students (i.e. equivalent of Able, Gifted & Talented), ensuring that all classes are taught the requirements of the courses and that all lessons have appropriate learning objectives;
- The Deputy Principal who is responsible for the organisation of the curriculum which takes into consideration the needs of Electus Programme students;
- Heads of Department who observe the way their subjects are taught throughout the college. They review long-term and medium-term planning, and ensure that appropriate teaching strategies are used.

It is intended that the review and development of the curriculum will support enthusiastic and inspirational teaching. The process of review plays a key role in the continuing professional development of the teaching staff at Collingham College.

The Board of Directors undertakes a formal review of this policy for the purpose of monitoring and of the efficiency with which the related duties have been discharged, by no later than two years from the date shown below, or earlier if significant changes to the systems and arrangements take place, or if legislation, regulatory requirements or best practice guidelines so require.

Signed:

Date: August 2015

Dr Sally Powell
Principal

Edward Browne and Robert Marsden
Board of Directors