

## **ABLE, GIFTED AND TALENTED MATHS DEPARTMENT POLICY**

*“To one he gave five talents, to another two, to a third one; each in proportion to his ability.”*

*(Matthew 25:15)*

### **Criteria for identifying Able/Gifted/Talented**

- Able, highly able and gifted students are primarily identified by teacher assessment.
- This may be informed by a combination of the following:
  - For able students:
    - Communicating Mathematical ideas effectively using appropriate technical language
    - Logical thinking
    - Problem solving skills
    - Interest in uncovering patterns and rules
  - For gifted students:
    - End of Key Stage exam results
    - MidYis Maths scores
    - UK Maths Challenges
- Once identified students are placed on the departmental Highly Able List. This document is updated and amended as further evidence becomes available and is co-ordinated through department meetings.

### **Provision**

At all Key Stages provision for able and gifted pupils begins with setting pupils and effective differentiation of lessons by class teachers.

Highly able students will be stretched and challenged within their lessons through extension work that may include:

- Use of open questions and investigations,
- Alternative starting points for class work,
- Shorter practice time
- Use of self and peer assessment to critique understanding
- Independent research of topics,
- Determining if all solutions are found,
- Generalising concepts,
- Proving rules,
- Researching the historical background of Mathematical ideas
- Explaining concepts and techniques to others,
- Using websites to enhance and extend their understanding
  - [www.mymaths.co.uk](http://www.mymaths.co.uk)
  - [www.mathenetalevel.com](http://www.mathenetalevel.com)
  - [www.nrich.maths.org](http://www.nrich.maths.org)
- Teaching others within the group and at extra curricular sessions.

Support for pupils occurs both within lessons and in addition to lessons. It is often provided by RMI who engages with students within classes and withdraws individuals and small groups where appropriate. Those who are withdrawn are regularly assessed on an individual basis in order to determine how to best cater for their needs. This is to ensure that there is minimal undue pressure from exams and to maintain the fun, interest and challenging nature of the subject as well as to avoid isolating children from their peer group by constant removal from lessons.

### **Internal**

**KS3:** In Years 7 and 8 those identified as mathematically able are invited to the Highly Able Club to experience the variety, fun and challenge of maths in a non-exam orientated environment, and those in Year 9 are invited to Level 8 classes. There is also the option to fast track individuals or small groups where appropriate.

**KS4:** The Year 10 top set (09/10) are aiming to complete the GCSE course early, followed by re-sitting for those less successful candidates, and Add Maths materials or A level options for others. There are also A\* classes run for those aiming for the top grade in either Year 10 or Year 11.

**KS5:** The Further Maths A level is available in addition to the Maths A level. Extra lunchtime sessions are available for students to ensure they have the highest level of understanding and new A\* grade is both a target and motivating factor for students. In addition to teacher support a mentoring scheme where successful Year 13 students support those in Year 12 is being instigated.

### **External**

At all Key Stages pupils can enter the UKMT Maths Challenges (Junior for Years 7 and 8, Intermediate for Years 9, 10 and 11 and Senior for Years 12 and 13). In Year 8 a team enter the York Schools team event. At Key Stage 4 relevant students are encouraged to attend the Fulford Master classes and talks from outside agencies, for example the architecture workshop. At Key Stage 5 students can access online tutorials from the Further Maths Network to enhance and extend their studies.

### **Department ethos (values and support)**

Pupils will be gently nurtured and monitored in order to help them to develop suitable study skills, which they will need to capitalise on their natural ability. We are aware that some highly able pupils are lazy and can become disenchanted when staff and parents have high expectations of them. The department will try to counter this through the implementation of interesting, motivating and challenging activities, lessons and topics.