



ABLE, GIFTED AND TALENTED
PSYCHOLOGY DEPARTMENT POLICY

“To one he gave five talents, to another two, to a third one; each in proportion to his ability.”
(Matthew 25:15)

1. Principles of the policy

In psychology we aim to have excellent differentiation for all abilities. Monitoring and individual negotiation of progress objectives has been a strength of this department from its inception. Curriculum design has always used all learning modes, and choice and differentiation of pace are built into planning for individuals.

2. Definitions

Identifying gifted and talented students has to begin in year 12 as we have only KS5 psychology. The subject leader scrutinises entry data and ALIS predictions in term 1 of year 12. Comprehensive entry level assessments and individual student interviews in the first half term establish likely able gifted and talented students. This is reviewed after module results and ongoing assessments both in written tasks and other activities.

3. Aims

The new AS specifications include stretch and challenge elements within teaching topics, but the aim of the subject is to provide sufficient challenge for all students in all activities. The planning aims to provide opportunities for extension activities in all topics, and where possible, differentiation of pace. Pastoral care is very individualised and aims to go beyond the scope of the specification when appropriate. Reporting to parents aims to encourage continued progression towards university level skills or A2 level skills even in AS year for some students.

4. Implementation

- Accurate entry level assessment and continued conscientious assessment of progress of all students. This includes opportunities to show skill beyond AS level and in more than just written assessments.
- Specific extension reading provided in the classroom and the library and in specific tasks for each topic. All colleagues are encouraged to negotiate individual learning extensions for able students.

- Reporting to parents includes suggestions of how to go beyond the pace and content of the group, and how to continue to improve, even if attaining A and A* grades.
- Individual student learning journals are kept and updated so that dialogue about differentiated improvement tasks and individual praise can be recorded. This mentoring and review happens for all students but will be tailored to the most able to encompass school AG and T principles.
- Praise letters to students, copied to parents, are one feature of the motivational techniques used in the department. Relationships in groups are usually relaxed enough to share our encouragement for each other and praise exceptional skill.
- Booklets of tasks feature in some topics to allow faster work and some choice of how to cover objectives. This larger section of work prevents the negative effects of “drip feeding” small units at one pace. It also allows individual ownership of pace and quality and the opportunity to offer enrichment tasks if completed early.
- Some topics are delivered by student presentation in any mode of their choice, e.g. power point, text, visual display. Some excellent skill can be demonstrated by gifted students for the benefit of others and for their own satisfaction.
- The ethos of the department includes a striving for excellence. We aim to demonstrate excellence in materials, planning, organisation and study skills. Academic rigour in investigations and the highest standards of language and presentation and verbal skill are provided as examples to students. Materials we provide aim to show this and we expect attention to detail and quality in work.

5. Roles and responsibilities of staff

The subject leader provides entry level data and early indications of ability to all colleagues. Learning journals are available for all of us to use with students. The subject leader provides the interim assessment data for year 12, in consultation with colleagues, and regular contact ensures we have accurate perceptions of potential. All psychology colleagues are to provide schemes of work for the units they teach if they are not using the ones provided by the subject leader. These and lesson plans should include differentiated tasks and performance descriptors and specific extension opportunities. In general, the expectation is that we all deal with the students as individuals and we all have a good knowledge of ongoing standards of work in relation to potential. The stock of extension activities for topics should be building every year for each topic. Praise and motivation are responsibilities for all of us. We all continue to provide information on master classes, university lectures, café scientifique events and enrichment and extension possibilities as they arise, and lend our books to individuals and go to films and events as they arise.

2009-2010 psychology Able Gifted and talented students

Year 13

Name	class
Julija Levina	13A
Amy Chadwick	13A
Holly Linley	13 C

Year 12

Name	class
Bethany Holdaway	12C
Bethany Patchett	12C
Izzy Traunter	12C
Sophie Banks	12C
Kate Harper	12C
Rebecca Hemenway	12C
Ellie Lord	12C
Gina Michallat- Bragg	12C
Amy Pendleton	12C
Anna Russell	12C

Please note I am aware of the gender imbalance. We have no boys at A2 and only 7 at AS

Dominic Evans and Lucy Rodgers have varying performance at the moment but are under review to see if they could be in this category.

Reviewed 15/1/2110

Thank you EPO, for the reminder to look at this again. I always think I am on top of this, but a systematic review sometimes brings things into focus and I will now share this with colleagues to make sure we are all doing what we planned.

I have placed this document in the area on the system and this now replaces the older paper copy that I produced for you.

J Montgomery.