

## **Gifted, Aspiring, Talented and Enterprising Identification and Aims:**

At Chiltern Edge we ensure that all of our students, including the more able, have a challenging and appropriate education that allows them to develop their full range of abilities. Our aim is to create a learning community where talent is nurtured and students are encouraged to achieve their potential.

We also aim to:

- Provide and deliver a broad, balanced and challenging experience for students in all subject areas.
- Encourage the use of differentiated educational provision in the classroom through curriculum enrichment and extension.
- Endeavour to make education an enjoyable, engaging and worthwhile experience for Gifted, Aspiring, Talented and Enterprising students to bring about school wide excellence.
- Provide opportunities for students to identify and develop a unique profile of learning dispositions, effective thinking skills and the ability to work in a team.
- Offer mentoring to GATE students to allow them to achieve their potential and recognise how they can improve.
- Ensure staff are equipped to recognise and effectively cater for Gifted, Aspiring, Talented and Enterprising students through training, mentoring and support.
- Continue to promote amongst staff the importance of supporting our GATE students through GATE specific lesson observations.
- Liaise with our education partners during key stage 2, 3 and 5 transition points to ensure that all students are supported throughout their education.
- Make full use of appropriate lines of communication to keep parents, teachers, governors and pupils informed of pupil progress.

### **How do we identify these students?**

In identifying our Gifted, Aspiring, Talented and Enterprising students we draw on a variety of sources of information. These include:

- Assessments- Including CAT Scores, FFT Targets, internal assessment and external examination results.
- Teacher observation based on departmental subject specific criteria

- Student's verbal and written responses within the classroom to a curriculum of opportunity.
- Students' responses outside of the classroom during challenging activities.

The top 10% of students who have been identified in this way are recorded on the GATE Core Register. Students, who are identified as having a particular aptitude in a specific subject area, but not within the top 10% of each year group, are on the GATE School Register.

Year 7 are added to the register at the beginning of January and the register is reviewed and updated annually, at the time of School based summative assessments.

This register is considered to be a fluid document, allowing pupils to move on to the register at different points dependent on the progress that they are making.