

## **GIFTED AND TALENTED PUPILS**

*Last update: September 2008*

This policy is in line with the aims of the school by supporting:

- the maintenance of a culture in which high achievement and excellence are positively viewed by all members of the school community;
- pupils in building and maintaining their self esteem, self confidence and a positive self image;
- the promotion of the creative, aesthetic, cultural, imaginative and spiritual development of all pupils;
- the promotion of the development of personal and inter-personal skills

### **Aims**

- The raising of aspiration for all pupils
- High expectations of achievement for all students
- Greater enterprise, self-reliance and independence for all students

In order to achieve these aims, the school will ensure that all students have opportunities to develop specific skills or talents.

### **Definitions**

Gifted and Talented pupils are defined in this policy as:

- Children with outstanding talent who perform or show the potential for performing at high levels of accomplishment when compared with others of their age, experience or environment. These talents are present in pupils from all cultural groups, across economic strata, and in all areas of human endeavour.
- Children who exhibit high performance capability in intellectual, creative, and/or artistic areas, possess an unusual leadership capacity, or excel in specific academic fields.

The term 'gifted and talented' is not to be understood as referring to the most able children in the national population. The term should be seen as relative and refers to the top 5% to 10% of any school, regardless of the ability profile of pupils at the school.

Within the school it is recognised that gifted and talented pupils can be:

- good all rounders;
- high achievers in one area;
- of high ability but have poor writing and/or other communication skills.

It is also recognised that those pupils who are gifted and talented do not always show their ability. Such pupils are gifted and talented even though their abilities may be hidden or remain as potential.

Responsibility for oversight of gifted and talented provision and line management of the gifted and talented coordinator is undertaken by the Secondary Strategy Manager.

### **Identification**

Gifted and talented students are identified by making a judgement based on an analysis of a range of data including:

- Test scores (end of key stage levels; CAT scores; NVRQ scores)
- Teacher nomination (based on classroom observation, discussions with pupils, work scrutiny)
- Peer or self-nomination
- Parental nomination
- Predicted test/ examination results
- Reading ages

This information is collated by the gifted and talented co-ordinator and the assessment data co-ordinator and is made available to all staff. The gifted and talented register is annually reviewed and updated. Where pupils are identified as having potential for performing at high levels, but are yet to demonstrate the gift or talent, they are placed on the 'review' list and will be regularly monitored pending placement on the gifted and talented register.

## **Organisational and in-class approaches**

There are many ways of providing for the exceptionally able pupils.

Important strategies include:

- The coherent management of pupil groupings (whether in mixed ability groups or ability sets) and recognition that whilst there may be a higher concentration of gifted and talented pupils in some groups there will be pupils who have gifts and talents in all groups.
- The provision of opportunities for gifted and talented pupils to work with pupils of similar ability. This will mean that it is appropriate for pupils to work with older pupils occasionally.
- Mentoring and additional provision for pupils of exceptional ability.
- The provision of enrichment/extension activities and tasks.
- Differentiation within subject areas.
- The development of independent learning by allowing pupils to organize their own work, to carry out tasks unaided, evaluate their work and become self-critical.
- Working with pupils from other schools through organisations such as the National Academy for Gifted and Talented Youth.

## **Out of class activities**

The following are offered on a regular basis and, although these benefit all pupils, they are particularly apt for ensuring that pupils who have potential in these areas are given opportunities to practice and extend their skills.

- Enrichment activities
- Residential experiences
- School clubs
- Musical and sporting activities
- National Academy activities
- Maths Challenge
- Physics Olympiad
- Crest Awards
- Pupils are encouraged to take up membership of NAGTY in order to access local and national provision for gifted and talented pupils.

## **Co-ordination and monitoring**

Two members of staff undertake these roles, the Gifted and Talented Coordinator and the Lead Teacher for Gifted and Talented Pupils.

The gifted and talented co-ordinator will:

- (i) oversee the interests of the exceptionally able pupils;
- (ii) ensure that the policy is implemented;
- (iii) generate the Gifted and Talented register and 'Review' pupil list;
- (iv) obtain and monitor academic data and targets;
- (v) check with pupils that they want to be on the list;
- (vi) check with parents that they want their child to be on the list;
- (vii) coordinate enrichment activities beyond the classroom;
- (viii) promote World Class Tests, Advanced Extension Awards.

The lead teacher for gifted and talented pupils will:

- (i) co-ordinate, monitor and support the provision for exceptionally able pupils in the mainstream classroom;
- (ii) ensure that the CPD coordinator is aware of the specific professional development needs of staff to ensure the delivery of gifted and talented provision;
- (iii) develop improvement/action plans for Gifted and Talented pupils, linked to school improvement priorities;
- (iv) monitor improvement/action plans to identify the extent to which they are improving classroom provision and addressing underachievement;
- (v) make a contribution to the development of pupils' independent learning skills;
- (vi) assess the personal and social needs of gifted and talented pupils;
- (vii) contribute to and draw from the local network for leading teachers of Gifted and Talented pupils to develop practice in this school.

## **Standards**

Levels of attainment and achievement of Gifted & Talented pupils are tracked and analysed by the Deputy Head, Curriculum, to evidence that their achievements reflect their ability across the wider curriculum with high achievement in their areas of particular strength.

## **Enabling Curriculum entitlement & choice**

New curriculum developments are organised on the principle of allowing flexibility and opportunities for increasing opportunities for enrichment and increasing subject/topic choice. The ultimate aim in the curriculum organisation is to offer personalised learning pathways for pupils which will maximise individual potential, retain flexibility of future choices, extend well beyond test/examination requirements and result in a sustained impact of pupil attainment and achievement.

## **Assessment for Learning and Gifted and Talented**

The assessment practices of the school are developing upon Assessment for Learning principles which are intended to facilitate: assessment data used by teachers and across the school to ensure challenge and sustain progression in individual pupil's learning; formative assessment and individual target setting combining to highlight/celebrate pupil achievement and classroom practice regularly requiring pupils to reflect on their own progress against targets and engage in the direction of their own learning. Such an approach supports gifted and talented pupils by promoting independent learning and self-management.

## **Transfer and transition**

The school is developing more finely tuned data sharing processes with shared criteria with our feeder primary schools. The aim is to establish clear and formalised structures for parental input and a focus on ensuring progression according to ability.

## **School/College ethos and pastoral care**

The school has been involved in developments which focus on the social, emotional and behavioural needs of all pupils including gifted and talented pupils. The school is continuing to develop the rewards and sanctions structures to promote positive behaviour for learning and an ethos of ambition and achievement. Specific support programmes are available and accessible for able underachievers through the mentoring programme and external counselling providers.

## **Staff Development**

The induction programme for new, NQT and ITT staff addresses gifted and talented issues, both at whole school and specific subject level. Whole staff inset on approaches to gifted and talented pupils and departmental time for planning provision is calendared as part of the professional development time budget.

A Lead Professional for Gifted and Talented is supported and has received appropriate training to pathfind in-class strategies aimed at meeting the needs of gifted and talented pupils in main stream classrooms.

## **Wider Community**

The gifted and talented policy review process includes publication to parents the protocols for the identification processes and the parental role.

*Approved by Full Governing body – 10 September 2008  
To be reviewed Summer 2010*