GIFTED AND TALENTED POLICY

Last update: April 2015

Aims of the policy

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;
- Building and maintaining students' self-esteem, self-confidence and a positive self-image;
- The promotion of the creative, aesthetic, cultural, imaginative and spiritual development of all students;
- The promotion of the development of personal and inter-personal skills.

With particular reference to students who are identified as being Gifted and Talented, the school aims to ensure that they:

- have the opportunities to develop their particular gift or talent;
- receive a broad and balanced education;
- receive support as appropriate to their needs and their involvement in out of school activities related to their gift or talent;
- are presented with appropriate stretch and challenge in all subject areas including those which are related to their gift or talent.

Definition of Gifted and Talented students

- Students with an outstanding gift or talent who perform, or show the potential for performing, at high levels when compared with others of their age in areas which include: creative arts; performing arts; sport; leadership capacity. Such students come from all cultural and socio-economic groups.
- Students whose academic ability far exceeds that of their peers. They show flair, originality, creativity and maturity in their work. They are able to synthesise a breadth of knowledge and understanding and consistently apply it in a range of contexts.

It is also recognised that there may be students who are gifted and talented but who choose not to show their ability. In some cases this can lead to negative behaviour. In all cases, a sensitive approach will be required to enable the student to achieve as well as they can.

As a very approximate guide, we would expect the number of Gifted and Talented students to be around 3% to 5% of each year group.

Identification of gifted and talented students

The Gifted and Talented lead teacher coordinates the identification of Gifted and Talented students. They are identified by making a judgement based on analysis of a range of data including:

- Performance at a high level (e.g. sport, drama, music; an academic subject area; leadership roles)
- Teacher nomination (e.g. creative output; original thinking; problem solving)
- Parental nomination supported with appropriate evidence
- Scores achieved in tests such as the NFER Cognitive Ability Tests (CATs)

A register of those students identified as being Gifted and Talented is maintained so that teaching staff are aware of these students.

Provision for gifted and talented students

The following examples of extra-curricular activity are offered on a regular basis and, although these benefit all students, they are particularly apt for ensuring that students who are gifted and talented in these areas are given opportunities to practise and extend their skills.

- Enrichment activities, for example master classes run by Higher Education organisations
• Residential experiences
• School clubs
• School productions and sporting events
• The provision of opportunities (including out of school activities) for Gifted and Talented students to work with students of similar ability
• Subject challenges and competitions and events (e.g. Mathematics Challenge; Crest Awards; Wotton Film competition)
• Mentoring by the Lead Teacher for Gifted and Talented students will be made available to:
  o help them manage activities associated with their particular strengths alongside their normal school life;
  o support those students who are Gifted and Talented but who are reluctant to demonstrate their strengths;
  o help them identify suitable academic pathways which take account of their strengths;
  o act in a general support role with a focus on the development of their areas of strength.
• The Lead Teacher for Gifted and Talented students will monitor the provision for Gifted and Talented students.
• The Deputy Headteacher (Curriculum) is responsible for monitoring the involvement of gifted and talented students in relevant extra-curricular provision.

Provision for Gifted and Talented students is also made within the normal curriculum. Teachers will, if relevant to their subject area, provide the additional differentiation required through suitably challenging and stimulating learning activities for the student(s). The Lead Teacher for Gifted and Talented students has responsibility for supporting teaching staff, if necessary, in making this provision.

It is not school policy to make ‘early’ entries for GCSE or GCE A Level examinations in subjects for which students are timetabled. For example, the school will not enter a student for GCSE mathematics in Year 10 or for A level modules, which a student may take in the sixth form, in Year 11. This applies to Gifted and Talented students. If a student has a particular talent in a curriculum area, additional study and possible certification should be made available in alternative ways. The exception to this is in Languages where, if a student has lived in a country where another language is spoken, it may be possible for them to take a GCSE in that language before Year 11. (It unlikely that the student would be studying this language in their normal timetable.)

Roles and responsibilities

The Deputy Headteacher (Curriculum):
• oversees the interests of Gifted and Talented students and ensures that the policy is implemented
• monitors academic data and targets for this group of students
• manages the work of the Gifted and Talented Lead Teacher
• ensures that the CPD coordinator is aware of the specific professional development needs of staff to ensure the delivery of gifted and talented provision.
• ensures that the register for Gifted and Talented students is maintained.
• coordinates communication with parents of Gifted and Talented students concerning the provision related to their particular areas of strength.

The Lead Teacher for Gifted and Talented students:
• co-ordinates the identification of Gifted and Talented students
• mentors Gifted and Talented students where appropriate
• co-ordinates and monitors the provision for Gifted and Talented students in normal curriculum time
• supports Heads of Department and other teaching staff in making provision for Gifted and Talented student in the classroom
• makes a contribution to the development of students’ independent learning skills
• monitors the overall progress of Gifted and Talented students
assesses the personal and social needs of Gifted and Talented students and coordinates support or other actions that may be required.

Monitoring and Evaluation of Provision for Gifted and Talented Students

The provision for Gifted and Talented students will be monitored as follows:

- The Deputy Headteacher (Curriculum) will review the Gifted and Talented register annually to check that it is up to date and that information describing each student’s particular area of strength is described together with an indication of the development in this area which has been updated in the preceding 12 months.

- The progress made by Gifted and Talented students across the curriculum will be monitored by the Lead Teacher to ensure that they are making suitable progress in areas outside those related to their particular Gift or Talent, according to their ability.

- Progress will be described in the way which is appropriate to each individual’s Gift or Talent. Examples include: performance in school, regional or national sporting events; involvement in local or national orchestras; success in mathematics competitions; achievement of relevant qualifications.

- When Gifted and Talented students leave the school, a final entry will be made in the Gifted and Talented register at the start of the following school year (when GCSE results are available for those leaving in Year 11 or A level results for those leaving in Year 13) describing their attainment in respect of their particular Gift or Talent and their achievement across the curriculum.

- A summary of the Gifted and Talented register will be available for the Governors’ Teaching and Learning committee to review in term 2. This will provide an overview of the students on the register and their progress and an opportunity to be informed about the outcomes for those Gifted and Talented students and students who left the school in the previous summer.

- The Gifted and Talented lead teacher will record concerns expressed by Gifted and Talented students or their parents/carers together with an indication of the subsequent action taken. The incidence of such concerns will be monitored.

- Observations of lessons for classes which include Gifted and Talented students, where the subject is in the area of their particular strength, will, wherever possible, make reference to the provision for the Gifted and Talented student(s).

Related policies:
Curriculum Policy
Teaching and Learning Policy
Special Education Needs
Single Equality Scheme
Assessment Policy

Discussed by Teaching and Learning Committee: 22 April 2015
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