



POLICY FOR GIFTED AND TALENTED

Responsibility	Olivia Baker
Date of last review	July 2016
Date of next review	July 2018

Rationale

Our school aims state that we:

- Help our pupils to develop their skills and abilities, intellectually, emotionally and socially;
- Provide teaching which makes learning challenging, engaging and enables pupils to reach their potential;
- To improve gifted and talented pupils' outcomes, particularly for the most disadvantaged – attainment, aspirations, motivation, self-esteem;
- To improve the quality of identification, teaching and support in all schools and classrooms;
- To improve the coherence and quality of: out of school learning opportunities and support for pupils; and support parents, educators and schools at local, regional and national levels.

We are committed to working for quality and equality of opportunity.

This policy is an integral part of the school's broader development of maximum inclusion of educational opportunity for all pupils and states our commitment to providing an environment in which all pupils are enable to realise their potential.

Aims

This policy is intended to support the following aims:

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

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

Definitions

There are many definitions of 'gifted and talented'. Excellence in Cities (EiC) guidance suggests:

- 'Gifted' learners are those who have abilities in one or more subjects in the statutory curriculum;
- 'Talented' learners are those who have abilities in Art and Design, Music, PE or Performing Arts such as Dance and Drama.

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 we recognise that gifted and talented pupils can be:

- Good all-rounders;
- High achievers in one area;
- High ability but have poor writing skills;
- High ability in an area beyond the curriculum ;
- High ability but low motivation;
- Very able but short attention span;
- Very able but poor interpersonal skills;
- Keen to disguise their ability;
- High ability with SEN.

We also recognise 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.

Identification

Gifted and Talented students are identified by making a judgement based on an analysis of various sources of information including:

Test scores (end of key stage levels; CAT scores; MiDYIS 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;
Transfer information from our Feeder Schools.

This information is collated by the gifted and talented co-ordinator and the assessment co-ordinator and is made available to all staff. The gifted and talented register is regularly reviewed and updated.

Organisational and in-class approaches

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 organise their own work, to carry out tasks unaided, evaluate their work and become self-critical, such as taking on a Level 2 EPQ (Extended Project Qualification).

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 practise and extend their skills.

- Enrichment days
- Residential experiences such as ATE
- School clubs
- Musical and sporting activities
- Pyramid activities with our Feeder Schools

Co-ordination and Monitoring

The gifted and talented co-ordinator has overall responsibility for:

- (i) Ensuring that the policy is implemented
- (ii) Co-ordinating the monitoring progress
- (iii) Ensuring that the professional development programme includes relevant aspects of gifted and talented provision.

This policy is reviewed on an annual basis in the summer term by the gifted and talented co-ordinator in conjunction with the named governor for gifted and talented.

The Role of the Gifted and Talented Co-ordinator

Primarily, the role of G & T co-ordinator is a management and organisational position – not a hands-on teaching position. Here at Pershore High School we:

- Support a distinct and separate position as G&T co-ordinator;
- Offer management points and an increased salary to reflect the additional responsibilities;
- Give non-teaching time for planning;
- Give non-teaching time for meetings with cluster schools;
- Have a separate G&T Co-ordinator;
- Celebrate and reward pupil achievement;
- Half-termly link meetings with subject reps.

The G&T co-ordinator organises identification, provision and practice and establishes strategies.

Stage	Action	Management Role
Identify gifted and talented cohort	Train staff to recognise G&T pupils Develop criteria for identifying G & T – subject teams	Organise or give training Provide up-to-date LEA and government guidelines Agree nominations Develop transparent pupil database/register
Audit current provision	What is provided? How is it provided? How is it monitored? How is it budgeted?	Review, guide and agree criteria and practice with subject heads/link reps Suggest models for further data gathering: observation, parental involvement etc.
Draw on a range of sources of support for pupils; external and internal; intellectual, emotional and behavioural	Audit resources provided What additional resources are needed? Meeting with cluster schools/share ideas	Plan, budget, prioritise and provide new resources
Review the progress of each individual pupil	Appoint learning mentors (by department or pastoral model)	Discuss goals set with learning mentors Monitor and evaluate success Review whole-school policy Review G&T cohort regularly
Plan and provide enrichment, Master Classes, Extra-curricular activities, consider acceleration issues	Identify opportunities and plan budget Support staff in providing extra-curricular activities	Guide and support staff in providing activities Plan long-term programme (with cluster schools) Liaise with LA to provide opportunities

Enrichment, Master Class and Out of School Activities

Many schools provide enrichment of 'Master Classes' for pupils during lunchtime and after school. These can focus on work of a higher order that may, or may not, be related to curriculum subjects. These should be directed to the G&T cohort, but open to all pupils.

Many pupils already pursue a frighteningly busy social life with music, dance and sport activities and may be reluctant to spend additional time at school. It is also important that pupils have 'down' time to relax and focus on what is important to them. It's all too easy for the gifted or talented pupil to feel 'driven' all the time to the point where they may 'decide' to drop out or under achieve.

Trips to places of historic, scientific or artistic interest, libraries and hands-on centres can be organised in school time. Pupils benefit enormously from events and activities such as museum workshops, drama workshops, practical sessions in art galleries, problem solving and team building activities, as well as mixing with G&T cohorts from other schools.

Further, to encourage and support each students' individual needs, we also provide an introductory booklet to stretch and challenge young minds beyond the curriculum. This is usually presented in Year 8 and is updated annually.