



Robert Clack School of Science Policy Gifted and Talented (draft Oct 08)

Why have a Gifted & Talented policy?

- In a large school the best possible provision for children with particularly high abilities in one or more subject will only be achieved if it is consciously sought.
- The challenges of creating a demanding, enjoyable and personalised education for the highest ability children are particular.
- Providing challenge for the highest ability students has been shown to raise the achievement levels of all learners.

What do we want to achieve through better provision for high ability pupils?

- Provide all students with learning experiences and opportunities which will help them to fulfil their potential and attain the highest possible levels of achievement.
- Provide our most gifted students with opportunities to work at higher cognitive levels and for our most talented students, opportunities to develop their specific skills and talents.
- Support all staff in meeting the needs of gifted and talented students and in the identification of these students.
- Help stimulate and motivate gifted and talented students, especially underachieving gifted and talented students.
- Increase the proportion of learners who achieve level 7 & 8 in their SATs, A and A* grades in their GCSEs and A grades in their A-levels.
- Increase the proportion of learners who go on to Russell Group and other top universities.
- Provide learners with challenging and engaging targets to meet or exceed which are updated regularly to keep them motivated.
- Provide gifted and talented students with oral and written feedback which is explicit in order that they can continually reach the highest levels of attainment and achievement.

What do we mean by gifted and talented?

Gifted students

Are students who demonstrate a significantly higher level of ability than most students of the same age in one or more statutory curriculum areas other than art, music and PE.

Gifted students can be:

- Good all rounders or high achievers in only one area
- Of high ability but with low motivation
- Of good verbal ability but poor writing skills
- Very able but with short concentration spans
- Very able but with poor social skills

Talented students

Are students who display talent in one or more of the following areas: art, music, PE or drama.

The DCSF defines gifted children as:

“Children and young people with one or more abilities developed to a level significantly ahead of their year group (or with the potential to develop those abilities).”

For more information visit <http://ygt.dcsf.gov.uk>

The Gifted and Talented Register

- In each year group between 5% and 10% of pupils are on the gifted and talented list.
- Approximately 2/3rds of pupils on the register would be gifted and 1/3rd talented pupils.
- A “shadow list” is also maintained, for those who fulfil some of the criteria, but not enough to reach the top 10%.

How are pupils identified for inclusion on the Gifted and Talented register?

- Teacher recommendations through Departmental nominations.
- Nominations from the pastoral team.
- The MidYIS and YELLIS ability tests.
- KS2 and KS3 SATS results.
- Modular Curriculum and end of year examination results.
- Sporting achievement.
- Musical and artist achievement.
- Out of School activity (outside of School).
- Pupils on the gifted and talented list are of high ability in a range of areas.
- Those on the shadow list may show high ability in only one area.

How should the Gifted and Talented register be used?

- By all teaching staff who use the register to gain a stronger all round picture of the strengths of individual pupils, which they use in their planning.
- As a reference for any staff aiming to take gifted and talented pupils on trips, provide clubs or enrichment activities focusing on gifted and talented pupils.
- The Gifted and Talented Co-ordinator and Assistant Leaders of the Learning Communities will mentor and monitor pupils identified on the list to support their progress.
- The Gifted and Talented Co-ordinator will also use the list to inform decisions over which pupils meet the entry requirements for Young Gifted and Talented (a DCSF project).
- Inform parents of entry on to the register.

Roles and responsibilities

The provision for our gifted and talented students is the responsibility of all teaching and support staff starting with the Senior Leadership Team. These roles are outlined below;

Senior Leadership Team

- Work with all staff to achieve an environment where success, aspiration and achievement are valued.
- Ensure pedagogy across the school allows all students to achieve to the best of their ability.
- Ensure the gifted and talented co-ordinator and all staff are fully trained and equipped to provide top quality outcomes for gifted and talented students.
- Ensure sufficient funding is made available to support G & T activity, both within the core curriculum and in extra-curricular provision.
- To monitor G & T student achievement rigorously, as part of whole-school self-evaluation.
- One member of the Senior Leadership Team to act as the line manager for the Gifted and Talented Co-ordinator.
- Appoint a Governor with responsibility for G&T.

The Gifted & Talented Co-ordinator

- Develop strategies for improvement of G & T provision in consultation with the Head teacher, governors and staff.
- Maintain the school's Gifted and Talented Policy.
- Maintain an up to date register of gifted and talented students.

- Work with departmental representatives and subject leaders to ensure that teaching across the curriculum meets the needs of gifted and talented pupils and that best practice is shared across the school.
- Ensure that there is widespread awareness of relevant current thinking on G & T education.
- Monitor G & T pupils and ensure effective and consistent mentoring across the school in partnership with Assistant Leaders of the Learning Communities.
- Use school data and the mentoring process to put in place measures to address under-achievement in the gifted and talented cohort.
- Work with SLT to identify and provide necessary CPD to staff to effectively meet the needs of G & T students.
- Work with the Aim Higher Co-ordinator to raise the aspirations of students and ensure that gifted and talented pupils have suitable opportunities to visit universities.
- Provide a link between G & T pupils and outside agencies to enrich their educational experience, such as Borough programmes, Young Gifted and Talented, GOAL and IGGY.
- Co-ordinate and budget for extra curricula clubs, day trips, trips for individuals, workshops, competitions and resources that meet the educational needs of G & T students.
- Communicate to parents, staff and governors the provisions being made for gifted and talented students, through the school website, newsletter, the staff bulletin, briefings and other methods.
- Advise parents on supporting gifted children.

Subject Leaders

- Ensure the following criteria are included in each scheme of work and are met by subject staff:
 - There are opportunities for extension and enrichment built into every scheme of work.
 - Higher order thinking skills are developed.
 - Students have the opportunity to develop their independence and organise their own work.
 - Students evaluate their own work and set their own targets.
- Nominate a departmental G & T representative.
- Support the departmental G & T representative in sharing the good work done by the department and considering how ideas used in other departments could be developed.
- Support the departmental G & T representative in helping to make links with skills developed in other subject areas explicit.
- Support the departmental G & T representative in developing a departmental portfolio of high ability work.
- Contribute to whole school strategies and master-classes as appropriate.

Departmental Gifted and Talented representatives

- Share and learn from good practice of colleagues in gifted and talented teaching, focussing on the development of thinking skills through their subject.
- Develop methods to help gifted and talented students to make links between their subject and other subjects.
- Record what high ability is in their subject for different age groups.
- Develop a portfolio of work that demonstrates high ability.
- Consider how to identify high ability underachievers in the subject area.

Assistant Leaders of the Learning Communities

- Monitor G & T pupils in their year group.
- Mentor these pupils.
- With the Gifted and Talented Co-ordinator and other relevant staff take steps to address underachievement.
- Where appropriate, work with the Gifted and Talented Co-ordinator to run a club for gifted and talented pupils in their year group, which might include Learning to Learn, Key Skills, discussion of issues/ news items and visiting speakers.
- Alert the Gifted and Talented Co-ordinator to pastoral issues affecting pupils in the gifted and talented cohort.

All teachers and support staff

- Provide differentiated activities and appropriate support and resources for more able students.
- This may include extension activities that are more demanding of their abilities and enrichment activities that provide new and different ways of working.
- Target questions and work to extend the thinking of gifted students.
- Be aware of able underachievers, and challenge them.
- Be aware of which pupils in their teaching groups are on the G & T register and the reason for which they were nominated.
- Assist in the identification of G & T students.

Date: October 2008