

Gifted and Talented Policy

Policy Title: Gifted and Talented Policy



To ensure students are provided with challenge and rigor in all aspects of their school lives.

Initiated: September 2003

Groups consulted: Governors
Staff

Reviewed: May 2004
March 2008

Audience: Staff
Governors
Parents and students

Policy located: Staff Handbook
Shared drive

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Policy relates to : Curriculum Policy
Assessment Policy
Learning and Teaching Policy

The Gifted and Talented

General approach

Who are the Gifted and Talented?

Identification

Provision

Curriculum

Assessment and monitoring

Grouping policy and mentoring

In-service training

General approach and school ethos

~~A preamble would be good saying about how we need to unlock Gifted and Talented in students who may not yet have been registered as such. Providing for gifted and talented learners is a question of equity. As with all other students, they have a right to an education that is suited to their particular needs and abilities. Through personalised learning, the Government wants schools to challenge and support learners, including those who are gifted and talented.~~

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It is the intention of ETC to provide an enriching and rewarding curriculum to enable each student who has been identified as gifted or talented to reach their full potential. It is crucial that these pupils are motivated into becoming successful independent learners.

Who are the gifted and talented?

The gifted and talented are defined as ~~students with one or more abilities developed to a level significantly ahead of their year group (or with the potential to develop those abilities. They generally account for a cohort of~~ between 5% and 10% of the school's population ~~by the DCSF~~. This group is divided into the gifted (the academically most able) and the talented (those whose expertise lies in subjects not necessarily included in the National Curriculum, such as Drama, Performing Arts, Music, etc).

Inclusion in the cohort is not permanent. If it is perceived by parties that inclusion is no longer beneficial, students may be moved out, either temporarily, or permanently. Students need support of teachers, parents/guardians and the gifted and talented coordinator to encourage success.

Disaffected gifted and talented students need to be targeted. Behavioral and emotional problems will never be a reason for non-inclusion, nor will being on the Code of Practice (SEN).

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Every identified gifted and talented student will be regarded as an individual in order for them to be able to access the gifted and talented programme.

Identification

~~Very able~~ Gifted and talented students may show some but not necessarily all of the following characteristics:

- achieve or have potential ability in a wide range of contexts.
- demonstrate specific academic aptitudes or affinity for any curriculum area, subject, or aspect.
- challenge assumptions about ways of doing things and ask challenging questions
- are outstanding leaders or team members.
- may show evidence of high attainment across a wide range of subjects.
- be underachieving, their potential masked by other factors,

Identification will be undertaken using one or more of the methods below:

- External examination results – CAT scores, SAT results etc.
- Internal examination and assessments
- Teachers' observations within the class e.g particularly pupils who have linguistic intelligence.
- Information from feeder schools
- Peer recommendation

When a special programme is introduced for children who are gifted and talented, there is often concern that the potential and ability of pupils learning EAL may be overlooked. For example, it is appreciated that:

- new arrivals from overseas are often highly educated and able, but speak no English
- newly arrived families may have different cultural values and beliefs about education that need to be understood by schools
- newly arrived pupils may have exceptional gifts and talents that go unnoticed
- gifted and talented newly arrived pupils with EAL needs are less likely to make best progress in bottom sets, even if that is where most of the support is concentrated

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- exceptional achievement is possible for newly arrived students.

It is usually argued that the main challenge in relation to gifted and talented children who are learning EAL is to ensure that their abilities and potential are identified. Once that has been achieved, the strategies to be employed will be the same as those for all gifted and talented children, taking account of their particular interests, additional cultural knowledge and linguistic skills.

Something about EAL students and G&T?

The teacher's responsibility

Every class teacher has access to their students' external examination results and feeder school information. Using this data combined with the teacher's own observations and assessments, teachers must highlight the gifted and talented pupils in their class. This information must be passed on to the Head of Faculty/Subject who will keep an updated list in the High Achievers' folder given out by the High Achievers coordinator- gifted and talented coordinator, who will update the central register and ensure the student is involved in the gifted and talented programme.

The teacher must also fill in an 'Identifying High Achievers Trigger Form' which are in the staff room drawers. This must then be placed in the High Achievers coordinator's staff room tray. This will enable the coordinator to keep an updated list of high achievers and provide support for them effectively.

Disaffected Underachieving students

These pupils are harder to identify. Use the 'characteristics of underachievers' sheet found in every department's High Achievers handbook. Standard assessment tests are of limited use in identifying these learners, whose current attainment may be hampered, for example, by cultural, linguistic or emotional factors.

Teachers and adults need to be alert to indicators of ability in those they work with, and provide a challenging, motivating and supportive learning environment in which these may be demonstrated. Planning should ensure that all learners are given opportunities to develop learning behaviours associated with high ability.

Considered alongside other evidence of ability, cognitive ability tests, such as CATs, can provide a means of uncovering potential ability, for example in learners who possess a high level of non-verbal skills but who find difficulty in standard assessment tests.

Parental support

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The high-achieversgifted and talented programme will be a three-way partnership between parents, the student and the school at all times. Occasionally, it is possible that parents will not wish their child to be part of the programme. In this case, the high-achieversgifted and talented coordinator will contact parents to ensure that they fully understand the programme. The Head of Community and senior leadership may be involved if the first contact is unsuccessful.

Provision

The learning culture at ETC must:

- value a wide range of learners' interests and learning styles.
- promote independence and autonomy, support learners in using their initiative and allow for risk taking.
- ensure pupils are able to make links between one context and another without prompting.
- encourage the use of a variety of resources, ideas, choice, methods of assessment and tasks, including ICT;
- involve learners in working in a range of settings / contexts (including seating plans) in / beyond college;
- engage learners in reflecting on the process of how they learn and factors in making progress (metacognition);
- allow learners opportunities to think creatively, divergently, hypothesise about futures, use meta-cognition to challenge e.g. what other ways could we have done.... ? or how do we memorise ?
- encourage independent / challenging learning;
- promote skills in students for them to judge best/excellent work in a subject
- provide effective formative and summative personalised feedback for all learners to support the identification and motivation of G & T students;
- provide extension at higher levels which challenges higher level thinking/critical thinking and is not repetitive
- instill a culture of questioning and research
e.g. 'compare/contrast/predict/make judgment on' (not just: 'how? what ? When ? Why ? of Blooms taxonomy)

Curriculum

The school will provide the gifted and talented students with their full entitlement to the National Curriculum and, additionally, provide access to curriculum enhancement in both N.C areas and, where appropriate, outside.

The school will aim to provide opportunities, where appropriate, for strategies to be developed for the more able to take GCSE examinations early. The school will examine individual curriculum provision where GCSE success has been reached, and this may involve using provision and funding outside the school.

The school's homework policy will be used with the more able although staff may need to provide additional or more challenging homework.

The gifted and talented cohort will be offered a range of enrichment activities to supplement the curriculum, both within normal curriculum time and outside it.

ETC will seek to discover and utilize a range of strategies to improve the teaching and learning of the more able.

INSET will be identified to enable this delivery, and liaison with the INSET coordinator will need to be ongoing.

The class teacher's responsibilities

Teachers of gifted and talented pupils will ensure that schemes of work and lessons offer challenging material:

- differentiate specifically for G and T in lesson planning and homework, including via MLE where appropriate.
- show awareness of characteristics of G & T to aid identification within subject area.
- know which students in each class have been identified as G & T.
- provide a range of teaching and learning strategies which extend (e.g. critical thinking, open ended, problem solving).
- target command words which extend very able.
- set up activities with different 'entry levels' and elements of choice, ensure very able target higher level entry points.
- exploit media ICT to extend very able students.

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There is a variety of information available on the staff shared drive, [high-achievers departmental handbook](#) giving the various differentiation methods and learning styles for the more able. It also has specific and generic extension [and enrichment](#) task ideas. [Further to this, staff and identified students will have access to the Young Gifted & Talented website which offers members a one-stop-shop portal for all gifted and talented education needs.](#)

Heads of departments' responsibilities

Heads of departments will review their subject areas current provision for gifted and talented students. They will:

- raise department awareness of best practice inside and outside school.
- ensure department policy and practice is reflected in scheme of work and appears on agenda regularly.
- contribute to effective criteria and review department record of G & T students in each year group annually.
- monitor effective differentiation regardless of grouping policy, of extension and enrichment activities.
- monitor quality of enhancement lessons.
- monitor that different extension homework's are set and ensure schemes of work specify extension work.
- ensure ITT mentors and staff working with trainees implement policy in relation to classes with whom they work.

The high achievers coordinator will collate all departmental reviews for an overview of provision being given. The coordinator will then support the subject areas that need to improve provision by implementing targets and action plans. It is the head of department's responsibility to ensure the coordinator is given the information needed and that the action plans are undertaken by all relevant staff.

Head of Community responsibilities

- monitor with Mentors achievement and attainment of students identified as G & T via range of information.
- celebrate work of all students and identify, as far as possible potential to develop gifts and talents.

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- encourage student's participation and promote opportunities for leadership and communication skills.
- monitor with Mentors G & T issues arising from trigger sheets and ensure information is disseminated to departments.

Assessment and Monitoring

Assessment will fall largely into three areas:

- Those on the gifted and talented programme, to monitor effectiveness, and value added.
- Gifted and talented students to inform future planning
- Potential gifted and talented students.

Evidence will be:

- Students' work
- Staff responses
- In some cases, a more flexible approach to assessment to encompass the differing needs and abilities of students
- Signposts of ability (subtle clues that ability is there, but not evident).

Monitoring and recording of students' progress will be undertaken through:

- Target setting via mentor group challenge card and academic review targets – these to be kept by form tutor as a record.
- Staff feedback via 'Monitoring the Progress of high achievers' sheet. Given to staff directly or staff can fill out their own from the staff room drawers.
- Lesson Observation
- Work scrutiny
- Student Voice

The responsibilities of the high achievers coordinator

- share policy and practice with staff and governors.
- attend federation and local network groups meetings in order to share best practice.
- report to governors and liaise with governor attached to G and T.
- inform and communicate with new staff and ITT students
- co-ordinate data on G & T students for identification with and by all staff.
- initiate department reviews of data, processes and procedures.

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- coordinate ETC's involvement in any local Summer School and other Higher Education projects (such as Aim Higher)
- raise department awareness of best practice inside and outside school.
- liaise with National Academy for Gifted and Talented.
- monitor learning centre for resources.
- liaise with Heads of Community re transfer/transition and learning and attainment.

The responsibilities of the Governors

- monitor how the school ethos meets the needs of G&T learners in the context of high achievement.
- support the college in the management and monitoring of policy and contribute to review.
- raise G & T issues through their attachment to departments.

Grouping policy and mentoring

The gifted and talented will normally work within their peer cohort, but opportunities will be presented to them to work with their intellectual peers to allow a greater and more varied challenge to take place.

The school will aim to provide a mentor system between older and younger gifted and talented students in order for the younger to benefit from the experience of the older students, and for the older students to raise their self-esteem, and to clarify their own thoughts. Staff and external agencies will also be involved in mentoring. This mentoring will cover all areas including, academic, social and emotional.

Pastoral care

The school needs to consider the complex needs of talented and gifted students. It must also be aware that identification of the more able student may lead to peer problems, and therefore the school will be open to strategies to inform the non-cohort of what the programme entails. This will be undertaken via the public newsletter, school website and assemblies.

The gifted and talented must be accommodated which may mean that students work in different places and at different times to others in their peer group.

ETC will offer a rewards scheme for the gifted and talented which includes the standard rewards scheme, already operational, but will include other types of reward. The rewards scheme may at times allow peers who are not part of the gifted and talented cohort to enjoy some benefits. This will have the effect of raising self-esteem amongst the whole school and not just the more able cohort.

Appendix 1. Definitions

Acceleration - Process of moving students out of chronological year groups to work with older, higher attaining students.

Attainment- What students demonstrate in terms of knowledge, understanding & skills in relation to others in their age group.

Differentiation - Getting the right teaching to the right student at the right times. Meeting different learning abilities of students by:

- Providing activities which are capable of producing different outcomes.
- Adding additional tasks to the work set for all students.
- Providing work matched to the different attainment levels.
- Enrichment which adds breadth and range to activities provided for all.
- Extension – adding depth and sophistication to activities provided for all.
- Providing additional support usually through another adult, to enable success in work which they would otherwise be unable to do.

Enhancement - Broadening the curriculum to include subjects such as; Critical Thinking, Astronomy and engineering not covered within the National Curriculum.

Enrichment - Process of individual students covering a subject in greater depth than usual in a lesson.

Emotional intelligence - Ability to apply sensitivity about emotions and analyse emotions.

Extension - Provision for deeper understanding through high level thinking, more complex resources, and activities. It may involve work from higher qualifications.

Gifted - Learners are those who have abilities in one or more areas apart from art and design, music, PE or performing arts such as dance or drama.

Independent Learning – The process of learning autonomously with self direction often setting themselves rigorous frameworks. Independent learners have effective research skills and are able to set own research questions and follow them through.

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Meta-cognition - Thinking about thinking and effectiveness of different learning and thinking modes. Understanding how we, as individuals, learn best and using that knowledge to become better learners.

Mixed ability grouping - A grouping of students within a class, not on the basis of similar capability but with the express intention to mix all capabilities together to offer a variety of abilities in one class.

Multiple Intelligence - These are the intelligences noted by Howard Gardner. They indicate that an individual may have considerable ability in one or more areas e.g. linguistic, logical and mathematical, musical etc.
Different forms of intelligence e.g. linguistic, social, logical, mathematical, musical etc.

Potential - Predictions, based on current, demonstrated attainment, achievement student might reach.

Personalising Learning - A learning offer to all students that extends beyond the school context into the local community and beyond which focuses on the individuals potential and learning skills.

Talented – Learners who have abilities in art & design, music, PE, or performing arts e.g. dance or drama.

Under achievement- This will occur when a student does not achieve her/his own potential and may be performing at levels lower than expected.

Under attainment - Not reaching the expected level for the student's age.

Under challenged - Low levels of demand placed on a student's cognitive or physical skills.