

**King Edward VI Gifted and Talented Policy**

**Review date: 6th October 2014**

**Referenced: National Strategy DFES 1036 – 2004, New government signals 08, 2010**

**Other related Policies: Teaching & Learning, Assessment, Reporting**

**Aim:**

At King Edward VI we believe that all children are entitled to an education that will enable them to develop their full potential; be that intellectual, physical, aesthetic, creative, emotional, spiritual or social, finding appropriate challenge in our learning environment. The aim of this policy is to provide opportunities to nurture those who are more able and their abilities as well as ensuring a consistent approach to meeting their needs and unlocking their potential. While trips, visits and experiences beyond the classroom will benefit these learners, our main focus and provision will come from well designed tasks facilitated in normal lesson scenarios.

**G&T Definitions**

Gifted (or more able) – Students who are exceptionally able in academic subjects.

Talented – Students who are exceptionally able in creative subjects.

*“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)”* [DCSF,2008]

According to the DCFS:

* ***Gifted*** refers to students who achieve, or have the **potential** to achieve, significantly above average (compared with other students in their year group at school) in one of the National Curriculum subjects other than art, performing arts or PE.
* The term ***talented*** is reserved for those students who achieve, or have the **potential** to achieve, significantly above average in art, performing arts or PE compared with other students in their year group at school. An individual student can be both ***gifted*** and ***talented***.
* The term ***more able*** is a catch-all descriptor, which refers to students who achieve, or have the potential to achieve, above average in one or more subject domains, including areas outside the main school curriculum.
* A student who is ***exceptionally able*** exhibits outstanding ability in one or more area.
* A student is said to be of ***dual exceptionality*** if they are gifted or talented, and are also subject to a barrier to learning, such as Asperger’s syndrome, or a physical disability.

The Gifted and Talented programme aims to enhance the opportunities of the most academically able and talented children in the school. The school has a commitment towards excellence for all and strongly believes that true inclusion can only be achieved through stretching the most able and supporting the least able. The Gifted and Talented programme allows all students to achieve their full potential.

**The G&T Cohorts**

The DFE requires that each school identifies an ‘official’ G&T cohort, which should reflect the profiles of the students in school. ‘Core G&T’ pupils are highlighted on the main register and identified by the G&T Lead Teacher through subject nominations and predictive data across a full spectrum of subjects (at least 5 including MIDYIS). These students should remain on the register.

The school also has ‘subject’ cohorts based on whole school identification methods and measures outlined in individual subject policies. There is no limit to the number of students placed on subject cohorts.

Pupils are also identified at all times of the year using FFT D and teacher nominations. This later identification process is to give greater accuracy as teachers felt that some students ‘blossomed’ once they had settled into the school. Teachers receive a memo each term through department representatives / leaders to assist with this procedure.

Parents of ‘Core G&T’ students are contacted at least twice yearly. Parents will receive a letter outlining the subjects their child is gifted and/or talented in as well as an invitation to attend iClub or Film Club.

The G&T Lead Teacher maintains all cohort lists and any member of staff can find them in the Staff Shared Area. All teachers should have members of the Core G&T cohort and the relevant subject cohort marked in their personal registers.

**Recognition:**

Gifted and Talented pupils will be recognised through feeder school advice, teacher recognition and those that show particularly high attainment (currently level 7) filters in predictive and tracking data. They will be coded to enable all staff to appreciate their particular gifts and talents – enabling suitable planning.

A student can be added to the list if:

1. Primary Schools inform us of significantly high performance in any subject area, Key Stage 2 test scores and Teacher Assessments.
2. Talents are recognised at any time.
3. Predictive bodies such as MIDYIS or FFT suggest particularly high attainment at the end of key stage 3 or 4 (currently level 7b at KS3 or A/A\* at GCSE) in any subject.
4. A secondary teacher recognises subject specific high ability leading to potentially high attainment at the end of key stage 3 or 4 (currently level 7b at KS3 or A/A\* at GCSE).
5. Form tutor or Achievement Leader nominations.
6. Parental nomination by providing evidence of talents.

Students may move onto the recognised “register” as their personal educational progress varies with respect to the year group. Mental development is unlikely to be linear.

**Responsibilities:**

Senior Leadership team

* Provide teachers with access to suitable data in order to inform and optimise their lesson designs.
* Analyse the progress of this group against the performance of others.
* A Critical Friend from SLT will work with the G&T Lead Teacher to oversee the process and activity.
* To engage with governors to monitor the success of this policy on an annual basis.

Subject Leaders

* Have strategies for the school’s Core G&T cohort.
* Design suitable curriculum experiences for the most able students and provide enrichment/extension material for identified students.
* Ensure relevant staff training needs are identified and met.
* Help subject G&T representatives to forward new names to the G&T Lead Teacher & the data team.
* Guide the G&T representatives to monitor and share good practice.

G&T Lead Teacher

* To prepare, from prior attainment and predictive data, a register of the G&T students of each cohort.
* To use clear classification methodology and ensure that current definitions are communicated well to all staff.
* To maintain the register and keep colleagues informed.
* To provide opportunities for Core G&T students to work on enrichment activities.
* To monitor the progress of Core G&T students and analyse the progress of this group.
* To liaise with parents of Core Gifted and Talented students.
* To identify appropriate resources including the use of ICT.
* To raise staff awareness of the needs of Gifted and Talented students and opportunities for meeting their needs.
* To plan relevant training for staff in consultation with SLT.
* To evaluate the progress and provision generally on an annual basis.

All Teaching Staff

* Work to meet the needs of G&T students in their subject as well as the Core G&T group across the school.
* Use a range of teaching strategies including questioning techniques to design different challenging tasks within lessons.
* Be aware of positive strategies for working with Core G&T students.
* Identify and put forward nominations to the Subject Leader from clear defined criteria.
* Be mindful of the particular characteristics and trends of able students such as:

Non subject specific trends –

Positive traits to be aware of:

* They are better able to construct and handle abstractions.
* They often pick up and interpret nonverbal cues and can draw inferences that other children need to have spelled out for them.
* They take less for granted, seeking the "hows" and "whys."
* They can work independently at an earlier age and can concentrate for longer periods.
* Their interests are both wildly eclectic and intensely focused.
* They exhibit an intrinsic motivation to learn, find out, or explore and are often very persistent. "I'd rather do it myself" is a common attitude.

Other traits to be aware of:

* Gifted children can have hidden learning disabilities that go undiscovered because they can easily compensate for them. As time goes on, it becomes harder and harder for them to excel - which can lead to behaviour problems and depression.
* Experts in the field of gifted education are beginning to address the higher incidences of ADHD and Spelling/Handwriting disabilities in the more able population compared to those in the much larger population.
* They may appear to do well on their own, but without proper challenge they can become bored and unruly.
* Gifted children can feel isolated and misunderstood; they have more adult tastes and these differences can cause them to be shunned and even abused verbally or physically by other children.

**Provision for G&T Students includes:**

1. *Extension material within schemes of work. Each Head of Subject/Subject Co-ordinator regularly reviews schemes of work and lesson plans to ensure G&T students are being stretched and challenged.*
2. *General approaches in the classroom: With subject teachers leading emphasis will be placed on the planning, student organisation, differentiation, questioning techniques using Bloom’s Taxonomy, thinking skills, study skills, activities and use of resources to embed stretch and challenge in the classroom.*
3. *G&T sessions - Setting up a G&T working group will determine the type of sessions that are needed to improve the achievement of G&T students.*
4. *iClub is offered to KS3 Core G&T students with a range of activities across the full spectrum of subjects.*
5. *Film Club is offered to KS4 Core G&T students to introduce students to a variety of more challenging films to encourage students to speculate, discuss, question etc.*
6. *Warwick University’s social networking site (IGGY) for Core G&T pupils across Years 9-11*
7. *DofE Award Scheme and involvement in Aim Higher activities.*
8. *Cluster activities. These may be organised in conjunction with other schools in the Lichfield and Burntwood Consortium. They can cover all subject areas and some are cross-curricular, e.g. The Island Project.*
9. *Subject activities. These are organised by individual departments and can occasionally be funded and supported by G&T. Activities take place in nearly all subject areas, e.g. the ‘BBC Schools Report’ run by the English Department and Maths Challenge run by the Maths Department.*
10. *Extra-curricular activities. These are organised by members of the school staff and cover various areas, such as school drama & musical productions.*
11. *G&T students are given the opportunity to lead i.e. Sky Sports Leaders in PE and Year 9 G&T leading LRC lessons for Year 7.*

**Monitoring**

Provision for Gifted and Talented students will be monitored regularly focusing on the following areas:

* Whole school tracking, results & reporting using SISRA
* Intervention through Subject Departments and Year Groups
* Pupil Premium resources
* Schemes of Work
* Progress For All and Learning and Teaching Groups
* Feedback from students and parents