



KING EDWARD VI
SCHOOL LICHFIELD

King Edward VI Gifted, Talented and More Able Policy

Review date: September 2022

Referenced: [NACE Curriculum support resources in schools \(Jul 2018\)](#), [SAGE Handbook of G&T Education \(2018\)](#)

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 high quality teaching and learning that engages and challenges students in lessons.

Key Definitions

*“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.

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.

Common Gifted and Talented Traits (each department also has a subject specific criteria to identify these students)

- 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 can be 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 approach to studies.

The Gifted and Talented Cohorts

"Core Gifted & Talented" Students

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. For most students this means at least 5 subjects at 7+ in addition to MIDYIS, however the criteria has been made slightly lower for students who are classified as pupil premium in line with contemporary research. These students cannot be removed from the register as they progress through the school.

Parents of 'Core G&T' students are communicated with through the school newsletter in the "Gifted and Talented" section. Parents will receive a letter outlining the subjects their child is gifted and/or talented in as well as an invitation to attend relevant clubs and experiences dependent on their key stage.

"More Able" Students

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. These students are classed as "more able" and are highlighted on a secondary register alongside "core" pupils.

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:

Pupils are identified at key points throughout the academic year using FFT data and teacher nominations. This periodic identification process gives greater accuracy and allows time for a variety of assessments and tasks to take place in classrooms to allow students to display their potential. Teachers receive a memo each term through department representatives / leaders to assist with this procedure.

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 "more able" 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 throughout their school career.
3. Predictive bodies such as MIDYIS or FFT suggest particularly high attainment at the end of key stage 3 or 4 (currently level 7+ at KS3 and 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 7+ at KS3 and GCSE).
5. Form tutor or Achievement Leader nominations.
6. Parental nomination by providing evidence of talents

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 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

Provision for G&T Students includes:

All year groups:

- i. *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.*
- ii. *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.*
- iii. *DofE Award Scheme and involvement in Aim Higher activities.*
- iv. *Extra-curricular activities. These are organised by members of the school staff and cover various areas, such as school drama & musical productions as well as lunchtime subject specific clubs*
- v. *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.*
- vi. *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.*
- vii. *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.*

Additional KS3 Specific Opportunities:

1. **Gifted Film Club – Into Film:** Into Film supports teachers and educators to achieve a wide range of effective learning outcomes in their use of film. Our programme includes the Into Film+ film streaming platform, our network of extra-curricular Into Film Clubs, resources for use in clubs or the classroom, face-to-face and online training opportunities, an annual cinema-based film festival and the prestigious Into Film Awards. Students will be introduced to a variety of films from different genres and countries. Students also participate in follow-up sessions by experts which relate to specific films they have watched. Students are also taught about techniques used in film such as satire, diegetic sound and the importance of colour and camera angles. They use this knowledge to write reviews on the Into Film website, where a winning review is chosen each week by the company. Students also take part in the "Film Buff" award and gain certification upon completion.
More information can be found here: [About Into Film - Into Film](#)
2. **Children's University Award** – Students are invited in year 7 to join the children's university scheme and complete a variety of extracurricular activities to earn points and attend a graduation ceremony at the end of the academic year if successful. [Home | Children's University \(childrensuniversity.co.uk\)](http://childrensuniversity.co.uk)

Additional KS4 & 5 Specific Opportunities

1. **The Scholars Program and the Brilliant Club – Run in Partnership with Oxbridge:** a group of year 10 students participate in a series of 7 tutorials with a world leading PHD tutor on a super-curricular topic taught at a level 1 stage above their current Key Stage. Once the tutorials are complete, students complete a 2000-word dissertation on the topic, critically analysing the academic information and arguments introduced in the tutorials. Students then attend a graduation ceremony at Oxford University to celebrate their achievements. More information here: [The Brilliant Club](#)
2. **Leading and running Gifted Film Club** – in KS4 students develop leadership skills by running the gifted film club for KS3 students. This involves choosing appropriate films, questioning students and teaching them how to write film reviews. More information here: [About Into Film - Into Film](#)
3. **Duke of Edinburgh Award Scheme** - applications for students occur in the summer term of year 9, whilst expeditions usually take place in year 10. Students need to complete an expedition, alongside volunteering, a skill and a physical activity to complete the award. [DofE - The Duke of Edinburgh's Award](#)
4. **Young Enterprise Award** - [Young Enterprise | Leading UK Charity | Empowering Young People \(young-enterprise.org.uk\)](http://youngenterprise.org.uk)
5. **The Sutton Trust** - [Sutton Trust](#)

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