



Gifted & Talented Policy

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Specialist Schools
and Academies Trust
EXCELLENCE AND DIVERSITY



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Introduction

Providing for the gifted and talented students in our school 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. The main focus should be to create appropriate opportunities to challenge, support and encourage all students in an environment which celebrates excellence. Whilst enrichment extra-curricular activities will play a part in the provision, the main focus must be on providing suitably challenging learning opportunities within the everyday curriculum.

*"Every teacher needs to know how to recognise and teach the gifted and talented and to be familiar with the techniques for creating high levels of intellectual challenge in their curriculum area."
("Effective Provision for Gifted and Talented Students in Secondary Education" - DCSF)*



Belper School

Policy for the Provision for Gifted and Talented Students

1. Introduction

In order for gifted and talented students to receive a coherent approach, it is necessary for all staff to be aware of this policy and to act upon it. We need to provide a consistent approach and to be aware that the gifted and talented have as much need of differentiated work as any other student.

Each faculty will be asked to consider their provision for this cohort of students and to monitor and develop that provision in line with curriculum developments and other school policies.

2. Ethos

It is the intention of the school to provide an appropriate curriculum and adequate support to enable each student who has been identified as gifted or talented to reach their full potential. This should be seen as an opportunity and not as a problem.

The school remains committed to a mixed ability model of teaching as far as possible, particularly at Key Stage 3. The gifted and talented will normally work within their year group, but enrichment opportunities will be presented for them to work with students of similar abilities in order for them to fulfil their full potential.

3. DCSF Criteria for identifying gifted and talented students

The DCSF defines the group supported by the National Programme for gifted and talented education 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).”

Gifted describes learners who have the ability to excel academically in one or more subjects, for example, English, Maths, Science, Technology.

Talented describes learners who have the ability to excel in practical skills such as sport, leadership, arts or in an area of vocational skill.

There is no longer a fixed percentage of gifted and talented learners. All institutions are free to determine the size of their G&T cohort but should be able to justify this in terms of improved standards for all learners identified.

Secondary schools need to identify two specific categories:

- a. Learners who are gifted and talented relative to others in their year group.
- b. Learners who fall within the top 5% of the ability range nationally according to published criteria on:
<http://ygt.dcsf.gov.uk/Content.aspx?contentId=312&contentType=3>

3.1 Identifying gifted students

Baseline data will be used to aid initial identification. A student will be identified as gifted if:

- They have a CAT score of 129 or greater in one of the categories of verbal reasoning, non-verbal reasoning or quantitative reasoning.

In addition to these:

- Faculties will be invited to use other quantitative data (eg. SATs, GCSE and performance grades for music and dance) to identify individual students who they feel fit the profile of a gifted student. Subject specific student referral forms are provided for this purpose. Qualitative information (eg. teacher assessment, examples of work and parent nomination) may also be considered.
- Pastoral teams will be invited to identify students who they feel fit the profile of a gifted student.
- Any individual member of staff can nominate a student.

3.2 Identifying talented students

Faculties are asked to identify students who may not fulfil the academic criteria above, but who display a particular talent in Art, Music, Drama or Sport.

Bids will be invited for funding to support extra activities specifically aimed at these students. A bid must contain:

- Details of the specific activity or type of activity planned.
- A list of students who have been identified as being invited to participate in the activity.
- A clear demonstration that this activity is designed to move beyond the scheme of work and cannot be supported within allocated curriculum time.

4. The 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 National Curriculum areas and, where appropriate, outside.

The school's standard assessment and marking policy will be used. Subject teachers should familiarise themselves with those students on the Gifted and Talented register, which is available from their Course Coordinator and on the m:drive and should seek to monitor progress against published attainment data.

Course Coordinators will advise colleagues within their faculty on strategies to challenge gifted students. Each department will have its own policy statement. The school will seek to discover and utilise a range of strategies to improve the teaching and learning of the gifted and talented. Books and periodicals are available from the Gifted and Talented Coordinator, who is happy to advise teachers on how to develop their practice in this area.

Where appropriate, and after consideration of the individual circumstances, Gifted and Talented students may be allowed to vary from the standard GCSE option pattern, including the requirement to follow a Technology course in KS4.



5. Enrichment

The Coordinator for Gifted and Talented will plan an enrichment programme for those students identified as Gifted and Talented within the school. This will include sessions held within school led by school staff or external visitors, as well as educational visits. The aim of the programme will be to offer additional and different experience to broaden the perspectives of the Gifted and Talented cohort. In addition, the opportunity to meet with other Gifted and Talented students, sometimes across year groups, should be supportive.

YG&T Learner Academy (www.ygt.dcsf.gov.uk)

As part of the enrichment programme, students will be made aware of the YG&T Learner Academy and its role. The school will automatically apply for YG&T membership for students on the Gifted and Talented register. This will give them access to a range of resources and activities on-line or in national events and master classes organised by the YG&T.

6. Assessment

Assessment will fall into two areas:

- Students will be assessed by CAT scores on entry to Year 7 in order to identify potential
- Progress will be checked annually by the Gifted and Talented Coordinator, who will consult tutors about the progress of G&T students within their group.
- CATs taken by students at the end of Year 9 will also be used to inform any changes to the register.

Evidence for assessment will include:

- Formative and summative assessment within subject areas.
- Students' work
- Staff responses

7. Pastoral care

It is essential that the gifted and talented programme embraces the support the pastoral system is able to offer. The school must be aware that the identification of a student as either gifted or talented may lead to peer problems, and, therefore, must be open to strategies to support students within the Gifted and Talented cohort. The school must be able to accommodate the individual within the institution. This may mean that students work in different places and at different times to others in their peer group.

8. Parents

The gifted and talented programme will be a three-way partnership at all times. Parents will be informed that CAT data/staff recommendations have placed their children within the Gifted and Talented cohort and given details of the school's approach towards Gifted and Talented students and the enrichment programme. Occasionally, it is possible that parents will not wish their child to be part of the programme and will inform the school of their decision.



9. Organisation

The role of the Gifted and Talented Coordinator is laid down in the agreed job description. The coordinator will not necessarily perform any or all of the identified programme. The Gifted and Talented Coordinator will report back to SLT and Governors periodically about the development and implementation of the programme.

10. Conclusion

- The gifted and talented will be monitored and membership of the cohort will be flexible.
- At all times the well being of the individual student belonging to the cohort must be paramount. The key concept to the gifted and talented programme must be opportunity, challenge and enrichment.
- The gifted and talented programme must impact on and be embraced by the whole curriculum in order to be effective.
- Curriculum delivery must be flexible with differentiation at its heart.
- Opportunities for enrichment may be offered within and beyond the normal school day.

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