



GIFTED AND TALENTED POLICY

Rationale

Our aim is for all our pupils to achieve their potential. This means that we seek to meet the needs of all abilities in our school, including our most able pupils. We welcome the opportunity to challenge pupils as we strive for excellence. This policy deals specifically with those pupils who may be termed gifted and talented and it provides for a consistent approach and links to our Equal Opportunities, Inclusion and Curriculum policies.

Aims

To promote excellence and the love of learning

To provide a curriculum which is broad and balanced, and which provides pupils with the skills, knowledge, understanding and experiences relevant to their future roles in society.

To enhance school life through extra curricular and enrichment activities.

To provide extension and acceleration opportunities, where appropriate.

To make learning challenging and enjoyable, so that the gifted and talented achieve their full potential

Definitions

Gifted

This policy identifies “gifted” learners as those who have abilities in one or more subjects in the statutory school curriculum other than art and design, music and PE

Talented

This policy identifies “Talented” learners as those who have abilities in art and design, music, PE, and expressive arts.



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Cohort

The gifted and talented cohort of Sale Grammar School comprise of 5% to 10% of the student body throughout Key Stages 3, 4 and 5. The gifted and talented cohort reflects the whole school community irrespective of learning style, gender, ethnicity or behaviour.

Identification

Each subject area is asked to identify 5 to 10% of years 7-11 as gifted or talented. Nominations will be collated to produce a composite list of those pupils with four or more nominations who will then constitute the gifted and talented cohort of Sale Grammar School (appendix B). Lists will be distributed annually to departments and year teams to inform curricular provision and lesson planning. They will be available on the StaffShare server in the gifted and talented file. Key stage 5 pupils identify challenging upper quartile ALPs targets are monitored through the mapper system.

The identification methods are inclusive, and use a variety of information, including:

- Information and teacher assessment data from Year 6 teachers and schools.
- Objective test scores – e.g. the 11+, Key Stage 2 and 3 SATs, GCSE results.
- Generic characteristics such as, the capacity for rapid learning, very curious, strong desire to know, strong need to excel, perseverance and concentration, independent learner, well developed vocabulary.
- Additional subject specific information held by departments.

Monitoring and Evaluation

The establishment of targets, monitoring and review of the cohort is to be undertaken using the school processes outlined in the Assessment, Recording and Reporting Policy. Each curriculum area will have a nominated representative to be responsible for monitoring the progress of pupils in the Gifted and Talented cohort. As part of this process departments will be able to evaluate information from interim and full reports. Half termly feedback will be collated by the G and T



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co-ordinator. This policy will be subject to annual self evaluation using the quality standards framework (Appendix A) and reviewed by the Headteacher within the schools three year cycle.

General Principles for Good Provision

Curriculum areas will clearly identify in schemes of work, provision for the cohort. This may include:

- appropriate differentiated activities and tasks, including homework
- relevant assessment methods to ensure pupils are given opportunities to demonstrate their ability
- Setting subject specific targets which are monitored regularly
- Working with older pupils
- Special enrichment activities and projects
- Extra curricular provision
- Links with other schools and agencies.
- links with the wider community e.g. business partnerships
- use of ICT

Curriculum areas should employ strategies to enable the more able, gifted and talented pupils to receive appropriate challenge and support in their lessons. Such approaches might include:

- use of the Secondary Strategy and National Curriculum schemes for Gifted and Talented pupils found on the QCA website
- flexible approaches to the timing of tasks, allowing pupils to spend more or less time on a specified task so that they can either explore a topic more deeply or move on at a faster pace.
- deliberate use of learning styles to target a group of learners
- stimulation through an effective learning environment e.g. display
- open and closed questioning
- opportunities to work with a wider community of learners online



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The school supports a wide range of extra curricular provision. This includes:

- focus days
- theatre trips
- residential trips home and abroad
- musical and sporting opportunities
- master classes and workshops in curriculum subjects e.g. additional languages, art and technology, booster sessions, music dance and drama
- visual arts programmes, including primary pupils
- community work and projects

Organisational issues

Effective classroom provision for all learners is the responsibility of the class teacher, supported by their subject/faculty leader and the departments link to SLT.

The Gifted and Talented co-ordinator will:

- Maintain the Gifted and Talented register, supporting and advising subject/faculty leaders.
- Monitor the effectiveness of transfer and transition from previous schools for the Gifted and Talented pupils.
- Monitor the progress of identified pupil, supporting colleagues in applying a range of strategies for identification and increasing colleagues' awareness of the needs of Gifted and Talented learners
- Efficiently exchange information with all those supporting a pupil and foster good relationships with parents and carers.

Transition

The transition coordinator will collect and disseminate information on year 6 gifted and talented pupils. Such pupils are added to the year 7 cohort and included in the peer mentor, or buddy scheme on arrival to help the transfer process.



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Transfer from Key Stage 3 to 4 benefits from work throughout key stage 3 and strengthens the bridge to 14 to 19 learning. Assessment data generated at the end of key stage 3 is to be used by departments when nominating pupils and provides a further opportunity to identify gifts and talents emerging at this later stage. The widening choice and increased variety of subject and course options will provide opportunities for students to demonstrate new gifts and talents.

Experience between 14 and 16 of the full range of learning and progression opportunities can both extend students' learning skills and capacity, and support them in making independent and informed decisions post 16.

Many gifted and talented students will progress to higher education at 19. Sale Grammar School will extend students' skills and understanding related to their courses and raise their awareness of the demands, expectations and patterns of university life. Those with talents in vocational areas may progress to higher education courses.

Pastoral Care

The academic, sporting and artistic success of all pupils will be celebrated through the rewards system and will include:

- Commendation points, certificates and weekly assemblies
- Annual awards evenings and acknowledgement by the Headteacher.

An ethos of respect is to be cultivated at all times, and all pupils are to be supported in times of difficulty. The Anti-Bullying Policy is prominently displayed around the building and included in each pupil's planner.

Parents.

Parents are involved regularly of the ways our school aids achievement. Gifted and Talented information will be included in the school newsletter, contained in an annual parents awareness evening and explained in a letter to the parents of pupils who form the school cohort.



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Resources.

Useful websites for Gifted and Talented Pupils

www.standards.dfes.gov.uk/excellence

www.nc.uk.net/gt

www.worldclassarena.org/about.asp

www.nc.uk.net/gt/general

www-icdl.open.ac.uk

www.mei-distance.com

www.standards.dfes.gov.uk

www.brookes.ac.uk/schools/education/ablepupils

www.standards.dfes.gov.uk/excellence/policies/GiftedandTalented/

www.dfes.gov.uk/achievinguccess/