

Sample Policy for Gifted and/or Talented Students

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Definition

The gifted and/or talented young student shows an increasing ability to think, adopt and develop relevant learning strategies.

Identification

There are a variety of ways of identifying gifted and/or talented students for example:

- ✓ KS1, 2 and 3 assessments
- ✓ Standardised tests – CAT tests (if available)
- ✓ Internal assessments – formal and informal
- ✓ Primary liaison
- ✓ Parents
- ✓ Teacher nomination from observation in the classroom

Characteristics

A gifted and/or talented student may demonstrate some or all of the following characteristics in each of the following subjects;

ENGLISH:

- ✓ Demonstrate marked ability in reading, writing, and speaking and listening

MATHEMATICS:

- ✓ Grasp the structures of problems; follow chains of thought; think flexibly; use mathematical symbols in thought processes; remember and use mathematical relationships, problem types and approaches

SCIENCE:

- ✓ Shows an increasing ability to think scientifically and adopt and develop relevant learning strategies. These can include prolonged concentration, recognition of patterns in data and events, understanding of data, testing and prediction, and the perception and analysis of relationships between ideas.

ICT:

- ✓ Able to combine their technical skills and knowledge to solve problems effectively, imaginatively and creatively. If questioned they can justify their decisions relating to input, process and output

HISTORY:

- ✓ High ability in history can take time to emerge because the nature of the subject can often require maturity and experience. However, even very young children can display a marked interest and enthusiasm for history that will develop into high performance as they mature

GEOGRAPHY:

- ✓ They will find opportunities to develop a range of thinking and analytical skills. Students can develop skills in research and information processing; enquiry and problem solving; identifying patterns across contexts and situations; viewing an issue from a variety of viewpoints; understanding and applying a range of subject concepts and terminologies, for example from geography, science, history and religious education

DESIGN AND TECHNOLOGY:

- ✓ Gifted and/or Talented students in this subject will demonstrate potential both in academic or analytical thinking and in creativity in designing and making

MODERN FOREIGN LANGUAGES:

- ✓ Gifted and/or Talented students in this subject will demonstrate an early awareness of the second language as a separate system; curiosity in how language works; the ability to extrapolate general rules from samples; the ability to identify, memorise and reproduce new sounds; awareness and use of a range of strategies for learning

RELIGIOUS EDUCATION:

- ✓ Gifted and/or Talented students in this subject will demonstrate an ability to engage with challenging situations and materials and higher level thinking skills

ART, DRAMA, MUSIC AND PHYSICAL EDUCATION:

- ✓ Aptitudes in these areas may reveal themselves early given the right conditions, but can also remain hidden if a pupil has had limited encouragement or opportunity

Provision, Approaches and Classroom Organisation

Aim to cater well for Gifted and/or Talented students and a combination of the following approaches should be carried out at departmental, pastoral and whole school level:

- ✓ Identification of pupil potential, an understanding of individual strengths and weaknesses, and a clear action plan for development (subject/year Gifted and/or Talented policies);
- ✓ Opportunities to foster an interest in the culture and history of the subject;
- ✓ Opportunities to develop more complex technical language and ideas;
- ✓ Resources that enable talented students to extend their skills in both theory and practice;
- ✓ Focused development of higher level technical and performance skills;

- ✓ Flexibility of approach in pupil grouping;
- ✓ Opportunities for extracurricular learning and experience;
- ✓ Teachers who highlight the positive role of perseverance;
- ✓ Teachers with a history of and interest in their own practice and performance;
- ✓ Strong links with and exploitation of the local community, business resources, and contact with experts in the field beyond school.
- ✓ Exploitation of links across the curriculum (joint mathematics and science projects for example);
- ✓ Encouragement of and building skills for self-evaluation;
- ✓ Opportunities to work independently, collaboratively and competitively as appropriate;
- ✓ Opportunities to participate in local and national displays, performances and competitions;
- ✓ Fostering awareness of a wide range of career opportunities within the field.
- ✓ Students are consistently challenged in homework and classwork
- ✓ Lessons are organised to enable individual, paired or small group work
- ✓ Gifted and/or talented students are allowed to develop work outside the boundaries of the National Curriculum.
- ✓ There should be an entitlement to different projects after school, which are not an extra lesson, but operate as enrichment projects.
- ✓ Time off timetable to work with Teacher/Lead Teacher for the Gifted and/or Talented at specific times of the year, developing higher order thinking skills/career options.
- ✓ Arrange sessions in the library on preparing for examinations for the year 9 and year 11 students, possibly bring in Gifted and/or Talented specialists to run these sessions.

To support these strategies the following staff/students will be expected to undertake the following in order to evaluate the progress of Gifted and/or Talented students:

STUDENTS:

- ✓ Students review their own progress in terms of effort and achievement in regular review meetings (yearly) with subject teachers, form teachers and parents
- ✓ Their involvement in extra-curricular activities and commitment to wider reading is included in this review. Praise can be given for targets achieved and further goals can be set for the next period
- ✓ Students can also help monitor each other's academic and pastoral needs through a peer-mentoring scheme with older students (year 11 Gifted and/or Talented group working with years 9 and 10, year 10 Gifted and/or Talented group working with years 7 and 8)

SUBJECT TEACHERS:

- ✓ Teachers can check whether students are on target through regular data capture and end of unit tests/classroom assessments
- ✓ They can discuss work with the student and gauge whether the student has experienced the appropriate degree of challenge in their work or whether they are capable of still further challenges. Issues of underachievement can be identified quickly and remedied
- ✓ Teachers can develop and then share resources for Gifted and/or Talented students with other members of their team.
- ✓ Teachers can introduce new strategies and use ICT in innovative ways as they develop their practice

FORM TUTORS:

- ✓ The Form Tutor can be an early detector of any signs of disengagement, isolation or underachievement. Patterns of work and achievement across different subjects can highlight areas for special praise or concern
- ✓ Tutors can also be a close link with parents, who can share information about the student's home life

SUBJECT LEADERS:

- ✓ The Subject Leader is responsible for monitoring the provision for Gifted and/or Talented students in their area along with their Teacher for the Gifted and/or Talented (if English, Mathematics or Science). They can do this through target setting, curriculum review and performance management
- ✓ Subject Leaders are also responsible for identifying areas for further professional development and training. They need to meet with the Lead Teacher or Teacher for the Gifted and/or Talented

HEADS OF YEAR:

- ✓ Heads of year need to monitor the pastoral needs of the students via the form tutor; they can also actively promote competitions, challenges and team work through the year system, house system and tutor programme
- ✓ Heads of year are also key in establishing an ethos for the year group. A climate where success is noticed and celebrated makes a huge contribution to supporting and encouraging Gifted and/or Talented students.

TEACHER FOR THE/LEAD TEACHER FOR THE GIFTED AND/OR TALENTED:

- ✓ The Teacher for the/Lead Teacher for the Gifted and/or Talented will meet regularly with heads of subject and heads of year to review the curriculum, share successes and good practice. Progress towards targets and exam analysis will be discussed
- ✓ The Teacher for the/Lead Teacher for the Gifted and/or Talented should meet regularly with groups of students in the cohort to listen to their perspective and review their books with them
- ✓ The Teacher for the/Lead Teacher for the Gifted and/or Talented needs to scrutinise student review data and look for patterns as well as individual performance. Students who are achieving well can be identified and praised. Students who are underachieving can be identified and action taken in subject areas or by heads of year
- ✓ Feedback from these meetings and discussions needs to be shared with subject heads, heads of year and senior management teams, so good practice can be spread and targets reviewed and incorporated into the school improvement plan

LINE MANAGER - TEACHER FOR THE/LEAD TEACHER FOR THE GIFTED AND/OR TALENTED:

- ✓ The line manager needs to have clear input into the senior management team, staff development and the school improvement plan. The line manager works with the Teacher for the/Lead Teacher for the Gifted and/or Talented to interview students and review the quality of work in and across subjects. Quick action can be taken on key points or patterns which emerge. Evident needs can be prioritised and finance allocated, when possible, to support developments or remedy a particular problem

Further evaluating the progress of gifted and/or talented students

- ✓ Constantly monitor through the use of end of unit test examinations, mock examination grades and teacher observation. Develop intervention where necessary
- ✓ At the end of each gifted and/or talented student extra-curricular event evaluate through the use of a questionnaire. The results will be used to inform future events. What went well? What went less well?
- ✓ Once a year send a questionnaire to the parents/guardians of gifted and/or talented students to gain stakeholders views, used to inform provision for the following year

Identification and provision for the gifted and/or talented students is an ongoing process. Students do not suddenly become gifted and/or talented at KS4, but will need to be identified and catered for from year 7 and so there is great need for primary liaison and support for the KS2 teachers in our feeder schools. Teachers must be aware of the need to give ALL students the opportunity to demonstrate a particular talent or ability through a variety of teaching styles.

There may be students who are identified as gifted and/or talented but who are underachieving. Heads of Department/LeadTeacher/Teacher for the Gifted and/or Talented students should ensure that these are monitored and suitable strategies are adopted to encourage motivation and achievement.