



Policy for the Identification and Education of Gifted and Talented Students

2009-2011

Date adopted by **November**
Govs: **2009**

Review date:

Intentionally

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This policy supports all the aims of Baysgarth School Technology College:

At Baysgarth School we recognise that there are Able, Gifted and Talented pupils with a potential to exhibit superior performance across a range of abilities in curricular, creative, artistic, physical, leadership qualities and the processing of ideas and information. We acknowledge that these pupils need additional learning experiences to develop, extend and enhance their abilities, as well as opportunities that allow identification.

We aim to:

- Ensure effective identification based on multiple criteria and sources of evidence.
- Ensure the provision of opportunities to display Gifts or Talents.
- Focus on effective provision in the classroom.
- Provide a curriculum which offers personalised learning pathways for pupils which maximise individual potential.
- Use assessment data which ensures challenge and sustained progression in individual pupil's learning.
- Effectively use transfer data to inform planning and ensure progression according to ability and talent rather than age or phase.
- Create organisational structures, communication channels and deployment of staff which are flexible and support the delivery of personalised learning.
- Develop this policy with input from the whole school so that is regularly refreshed in the light of innovative national and international practice.
- Promote an equal emphasis on high achievement and emotional wellbeing, underpinned by programmes of personalised support to the needs of gifted and talented pupils.
- Conduct an ongoing audit of staff needs and an appropriate range of professional development opportunities in gifted and talented education.
- Provide resources which stimulate innovative and experimental practice, which is shared across the school and regularly reviewed for impact and best practice.
- Rigorously evaluate performance against clear targets defined by clear criteria.
- Actively engage parents/carers in extending provision and ensure gifted and talented support is integrated with other child services.
- Develop innovative models of learning in collaboration with other local and national schools/colleges to further enhance teaching and learning.

Definition

- a. We recognise that **ability** takes many forms, and as such, our register will be an inclusive document, compiled using evidence from a range of sources; it will not be restricted to purely academic performance.
- b. Pupils who have demonstrated achievement or the potential to achieve at the highest levels in comparison with other children in our school in one or more areas of the curriculum.
- c. We will also seek to support those pupils who have demonstrated high levels of achievement in extra-curricular contexts.
- d. As defined by the DCSF:
'Gifted' learners are those who achieve, or have the ability to achieve significantly above average in one or more subjects in theoretical subjects.

'Talented' students are those that achieve, or have the ability to achieve significantly above the average in practical areas.

A student can be 'Gifted' and 'Talented'. Students will be at the top end of their year group. We will look to identify those that are performing at higher than expected levels for their age group and those that display performance that is above that of their peers.

Identification

- a. In drawing up an official school central register of Gifted and Talented pupils the following must be borne in mind:

Research confirms that 40% of potentially high achievers have been underestimated in their ability by teachers and parents (Denton and Postlethwaite, 1985) - therefore **a variety of methods may be needed** to assess the needs of all pupils:

Quantitative - standardised tests; baseline assessments, teachers' assessments in specific subject areas

Qualitative - observations or information provided by external specialists; performance during enrichment and/or extra-curricular activities; teacher judgement based on pupils' performance around the school; self or peer nomination.

- i. Identification should be **inclusive** rather than exclusive and a pupil will only be registered if there is clear evidence of ability.
- ii. The school register will be comprised of a minimum of 5% to 10% of pupils per year group.
- iii. Care will be taken to ensure vulnerable groups are appropriately represented.
- iv. Vigilance is required to ensure that Gifted and Talented pupils who are underachieving are identified for inclusion on the school register.

- v. Underachievers must be given the opportunity to improve and intervention appropriate to their needs must be undertaken.
- vi. Parents can nominate students if suitable evidence is provided and ratified by the Gifted and Talented Co-ordinator.

b. The 'Gifted and Talented Coordinator' will maintain the gifted and talented register, and regularly request information from Faculties to maintain the register. Faculties will base their assessment and should have evidence for all or some of the following for each identified student:

- i. SATs or APP scores
- ii. Teacher assessment scores
- iii. Teacher assessment of characteristics shown in lessons with reference to subject-specific checklists.
- iv. Evidence of excellence in an extra-curricular field.
- v. Students with the potential to achieve A/A* at GCSE
- vi. Students working above the average for their year group.

And with the current, and subsequent, Year 7s, or new intakes:

- vii. Previous school recommendations (evidenced by Teacher Assessment and Primary G&T registers)

The information is collated and a draft register is published for discussion and further recommendation. The school coordinator will check for:

- viii. Bias with regard to gender, and the inclusion of underachieving pupils and vulnerable groups (evidence-based). (However, in some cases there may be differences in the natural distribution of Gifted and Talented students.)
- c. Each class teacher will have access to the Gifted and Talented register, maintained by the Gifted and Talented Co-ordinator.
 - d. The class teacher will be responsible under the direction of the Subject Key Stage Leader for monitoring the progress of the Gifted and Talented pupils in their class. Underachievement must be dealt with using the Gifted and Talented student underachievement policy. (see appendix C)
 - e. The Gifted and Talented list will be reviewed on a twice yearly basis. Students on the list will be monitored constantly by the class teacher, and information sent to the Gifted and Talented co-ordinator once every half term.

Strategies for Provision

a. Organisational Responses:

- i. All arrangements about groupings are considered carefully and reviewed regularly throughout the school year (Setting).
- ii. When children are setted, it is done on the evidence of performance in that particular subject.

- iii. If acceleration and fast-tracking are considered, the needs of the individual pupil will be paramount. (e.g. early entry)
- iv. It is the responsibility of individual faculties to ensure that they have schemes of work with sufficient flexibility and assessment opportunities, to ensure that replication of work is not an issue for any child, including those who are on the Gifted and Talented register. Curriculum planning at all levels needs to take account of prior learning to avoid repetition. (This is the first level of acceleration)
- v. The school's marking policy must be used to help challenge Gifted and Talented students.
- vi. The school will utilise the skills of Gifted and Talented pupils to enhance teaching within the classroom and enhance the opportunities of Gifted and Talented students.

b. Focussing on effective provision in the classroom:

Throughout the school a wide range of teaching methods and strategies are used to ensure that Gifted and Talented pupils achieve well in relation to their capability.

Each faculty will regularly review its teaching and learning provision for Gifted and Talented pupils. Faculties are encouraged to employ the following strategies where appropriate:

- i. Differentiation by outcome, resource, task, dialogue, support, pace, content, independence and enrichment.
- ii. Differentiated homework
- iii. Questioning techniques that are designed to develop higher order thinking skills.
- iv. Skills-based activities with an emphasis on higher order thinking skills e.g. problem-solving, decision-making, predicting, evaluation
- v. Learning tasks which are creative and have no upper ceiling of achievement
- vi. Providing opportunities to take risks in an organised and secure way and to encourage the culture of being "ok to take a risk"
- vii. Varied and flexible groupings, sometimes more able pupils working together and sometimes taking key roles in more mixed ability groups
- viii. Use of the expertise and interest of able pupils to help deliver the curriculum. Pupil to work within a leadership context.
- ix. Independent learning opportunities
- x. Enrichment and/or extension activities
- xi. Visits to school by experts e.g. poets, writers, artists, musicians, engineers and entrepreneurs, sportspeople.

c. Enrichment (out of class):

We aim to provide:

- i. An extensive extra-curricular programme
- ii. Access to special events and competitions
- iii. Cluster activities with our partnership schools
- iv. Access to LA activities where appropriate and available

- v. Master classes and summer schools in partnership with local schools, colleges and universities
- vi. Joint activities with the local community – e.g. coaching.
- vii. Appropriate pastoral care, counselling and mentoring
- viii. Where possible and appropriate, the use of outside agencies and external speakers for training and provision
- ix. Access to the Young Gifted and Talented academy (YGT)
- x. Opportunities, if necessary, for the student to take appropriate leave of absence to develop or use their specific gift or talent.
- xi. External visits.
- xii. Use of the 'Young, Gifted and Talented' website.

4. Monitoring and Evaluation

- a. Policies and procedures will be monitored and evaluated on a regular basis, to inform future planning and action that will lead to even more effective provision. This will be reflected in the School Development Plan.
- b. Students will be monitored constantly by classroom teachers and every half term by the Gifted and Talented Co-ordinator.
- c. The Gifted and Talented Co-ordinator will maintain a tracking system for all Gifted and Talented students.
- d. Intervention will be used for underachievement and exceptional performance. See appendix C.

5. Parents

The school is committed to the principle of partnership with parents. We aim to:

- a. Inform parents when their child has been placed on the Gifted and Talented register.
- b. Inform parents on their child's progress in accordance with school policy.
- c. Inform and encourage parents to support their child's participation in extra-curricular extension events/activities.
- d. Encourage parents and child to register with YGT and access the information and resources provided through the website.

6. Liaison with previous schools - transition

The transition team of staff, who liaise with the feeder primary schools, especially the Heads of House, should help to ensure that the necessary data, regarding attainment and ability at Key Stage 2, are passed on to the Gifted and Talented Coordinator. When appropriate, the Gifted and Talented Coordinator should also visit the feeder schools.

Individual faculties should liaise with feeder schools as appropriate.

7. Staff Development

The School Gifted and Talented Coordinator will work with the member of the School Leadership Team with responsibility for Continuing Professional Development to identify and provide suitable training for staff. We aim to:

- a. Conduct an ongoing audit of staff needs and an appropriate range of professional development opportunities in Gifted and Talented education.
- b. Recruit Lead Teachers to oversee Gifted and Talented provision in their respective faculties/areas
- c. Train Lead Teachers as coaches to support the development of Gifted and Talented provision in their faculties.

8. Roles and Responsibilities

Every classroom teacher plays a central role in effective provision for Gifted and Talented pupils.

Responsibilities of:

- a. SLT
- b. Gifted and Talented Co-ordinator
- c. Heads of Faculty
- d. Lead Teachers
- e. Classroom teachers
- f. Classroom support staff

a) The duties and responsibilities of the SLT Link Teacher

1. To oversee the work of the Gifted and Talented Co-ordinator
2. To provide training opportunities for the Gifted and Talented Co-ordinator.
3. To provide inset training for staff as a whole on Gifted and Talented identification and provision.
4. To be a final point of intervention for underachievement.
5. Monitor Teaching and Learning with Gifted and Talented as a focus.
6. To provide time in meeting agendas to for items concerning the provision for Gifted and Talented pupils.
7. To monitor schemes of work and planning.

b) The duties and responsibilities of the School Gifted and Talented Coordinator

1. To collate a Gifted and Talented register using various data sources and staff input
2. To maintain and update the register bi-annually, or more often if necessary in conjunction with faculties.
3. To ensure that the staff have an updated version of the register

4. To provide support and advice for staff wishing to improve the provision for Gifted and Talented pupils
5. To encourage staff through the faculty Lead Teacher to increase the level of challenge experienced by the Gifted and Talented pupils during regular lessons.
6. To record a list of activities, provided for the More Able pupils. To be updated twice a year.
7. To regularly update the policy for Gifted and Talented pupils.
8. To audit the current provision for Gifted and Talented provision pupils
9. To use the audit to identify areas for improvement and develop strategies to meet some of those needs
10. To lead own CPD by attending appropriate courses and visiting schools that demonstrate best practice. Share information with staff, through updates.
11. To help with intervention once faculties have exhausted their own methods.
12. To distribute allocated funding appropriately.
13. Develop rewards for Gifted and Talented students.
14. To keep the school up to date with new initiatives and progress of the schools Gifted and Talented pupils.

c) Summary of Responsibilities of Heads of Faculties

1. To oversee the lead Gifted and Talented teachers in their subject areas.
2. To ensure that schemes of work have suitable differentiation for Gifted and Talented provision.
3. To ensure that adequate extra curricular provision is provided for Gifted and Talented students.
4. To ensure that teachers have identified Gifted and Talented students, and have recorded them on registers.
5. To ensure that teachers have monitored Gifted and Talented students and applied intervention.
6. To pass on concerns about underachievement to the Gifted and Talented Co-ordinator once they reach the appropriate point in the intervention policy.
7. To ensure that they have an identified Lead Gifted and Talented teacher in their faculty, and possibly more than one lead teacher if the subjects in the faculty are suitably different i.e. PE and EPA, Humanities.
8. Keeping centralised copies of evidence identifying Gifted and Talented students.

d) & e) Summary of teacher and Lead Teacher responsibilities

All teachers have the responsibility to meet the needs of our most able pupils through:

- 1. Keeping a record of the pupils in their classes who are on the register.**
 - Notifying the Gifted and Talented Co-ordinator of underachievement and exceptional performance.
 - Identifying Gifted and Talented students and keeping records.
- 2. Teaching and Learning:**
 - Differentiation by outcome, resource, task, dialogue, support, pace, content, and independence
 - Differentiated homework

- Questioning techniques that are designed to develop higher order thinking skills.
- Skills-based activities with an emphasis on higher order thinking skills e.g. problem-solving, decision-making, predicting, evaluation
- Learning tasks which are creative and have no upper ceiling of achievement
- Providing opportunities to take risks in an organised and secure way and to encourage the culture of being “ok to fail”.
- Varied and flexible groupings, sometimes Gifted and Talented pupils working together and sometimes taking key roles in more mixed ability groups
- Use of the expertise and interest of able pupils to help deliver the curriculum
- Independent learning opportunities
- Enrichment and/or extension activities
- Visits to school by experts e.g. poets, writers, artists, musicians, engineers and entrepreneurs and sportspeople.
- Extra-curricular activities or events
- Lead teachers must pass on relevant information to the Gifted and Talented co-ordinator.
- Lead Teachers must attend meetings regarding Gifted and Talented provision and Identification.
- Lead teachers should liaise regularly with the Gifted and Talented Co-ordinator.

3. Informing parents

- The class teacher will be responsible for informing parents of pupils’ progress through standard reports and academic monitoring sessions. Written reports should include comments about the child’s progress in terms of their status on the Gifted and Talented register. The Gifted and Talented Co-ordinator should ensure that parents are aware that their child has been identified as Gifted and Talented.

4. Monitoring the progress of pupils on the register

- If a child is identified as underachieving, either through not meeting targets or test results or poor class work, the class teacher must inform the Gifted and Talented Co-ordinator. Targets should be set to help the child to maintain their levels of achievement. The teacher must use the Gifted and Talented intervention programme to support the student. (Appendix C)

The Gifted and Talented Co-ordinator must be informed if a class teacher thinks a child should be added to, or removed from, the register; there must be evidence for any change.

APPENDIX A

There are clear distinctions between Gifted and Talented and those who work hard.

Gifted and Talented students are not necessarily those with high attainment.

Some distinctions between More Able pupils and "hard workers":

Hard workers

- Know the answers
- Has good ideas
- Is attentive
- Answers the questions
- Listens with interest
- Learns easily
- Understands ideas
- Enjoys peer group
- Grasps the meaning
- Completes work set
- Is receptive
- Works accurately
- Usually enjoys school
- Absorbs information
- Technician
- Good memoriser
- Enjoys sequential presentation
- Is alert/aware

Gifted and Talented Pupils

- Asks the questions
- Is highly curious
- Ideas can seem wild/silly/unusual
- Often play around but work is done
- Can be completely engrossed
- Wants to discuss in detail, elaborates
- Shows strong feelings and opinions
- Often already knows or is initiative
- Draws inferences
- Wants to initiate projects
- Constructs abstractions
- Enjoys creating new designs/ideas
- Enjoys learning
- Manipulates information
- Inventor
- Good guesser
- Thrives on complex presentation
- Is keenly observant

How to relate provision to these characteristics:

Characteristics

- Analytical thinking
- Self-motivation
- High expectations
- Emotional sensitivity
- Interest in adult issues
- Holistic thinking
- Avid reader
- Goal-directed behaviours
- Independence in learning

- Unusual retentiveness
- Advanced comprehension
- Varied interests
- High level of verbal skills
- Accelerated pace of thinking
- Flexibility of thought processes
- Sensitivity to the environment

Provision

- Exposure to higher level thinking
- Active involvement in learning
- Exposure to accepting setbacks
- Exploration in small groups
- Exposure to "real world" issues
- Integrated approach to the curriculum
- Exposure to diverse reading materials
- Longer time-spans for tasks
- More independent learning tasks (eg self-designed)
- Exposure to quantities of information
- Access to challenging curriculum
- Exposure to range of topics
- Opportunities for in-depth discussions
- Individually paced learning
- Encourage diversity of problem-solving
- Exposure to affective learning (ie encouraging attitudes to the environment, problems, etc)

APPENDIX C

Gifted and Talented Underachieving Student action plan

