



GIFTED AND TALENTED POLICY

Issue No 29

Date 10.07.12

Purpose

Gifted and talented children are those who achieve, or have the capacity to achieve, significantly above average for a pupil in their year group. In defining what is meant by the term 'gifted and talented', we have adopted the following definitions:

- those who show an exceptional talent. This might be in areas such as music, art or sport, or a less easily acknowledged talent such as leadership, creative imagination or social maturity. (talented)
- those pupils who possess a general academic learning ability which is significantly greater than those of their peers. (gifted)
- "All-rounders" are children who are both gifted and talented.

Aims

At Scott Lower School, we have the following aims:

- To create a robust strategy that effectively identifies approximately 10% of pupils as gifted and talented and which reflects the cultural and ethnic diversity of our community, including the most vulnerable children
- To challenge and inspire gifted and talented learners through high quality teaching and learning and curriculum experience, and when appropriate through out of hours (extended) opportunities and signposting
- To provide all children, in collaboration with parents and other partners, with an education matched to their social, emotional and learning needs, i.e. personalised learning.

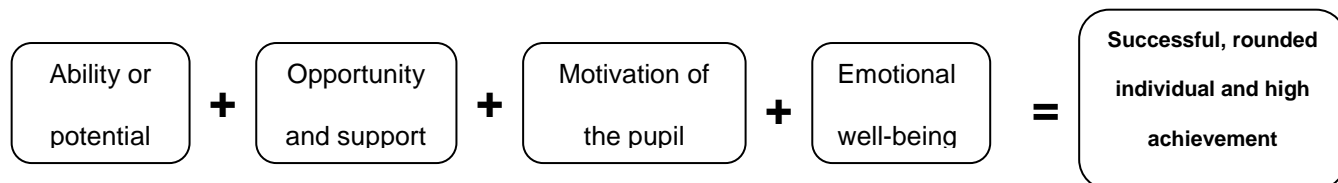
Identification and Assessment

At Scott Lower School, we use the following methods of identification and assessments:

- observations of how children learn and interact within and outside the classroom
- analysis of pupils' work, recognising where it greatly exceed expectations for their age group on a consistent basis
- teacher assessments over a period of time
- summative assessments, where achievements are well beyond the expected level
- pupils' rates of progress as indicated by pupil tracking information, where accelerated progress has been made
- information from other members of staff, teaching assistants, lunchtime supervisors, PE coaches.
- information from parents
- information from external agencies
- discussions with the child by the class teacher

A range of these methods would be used before the child is named Gifted or Talented. Their inclusion on the register will be reviewed on a yearly basis, as often children who excel early on, plateau to a level more in line with their peers as they move through the school.

We recognise that the opportunities that are afforded to children in our school are crucial to the development of their potential but also acknowledge that external factors such as the nature of support from parents/carers and experiences at home also have a major impact on the development of a child's abilities and motivation.



Teaching and Learning

We recognise that what happens in the classroom, in every lesson, every day lies at the heart of the provision for Gifted and Talented pupils, and that this is **the direct responsibility of every class teacher**. Classrooms should be places where learners are inspired, encouraged and challenged to question, speculate and hypothesise. The challenge for teachers is to make every lesson motivating and engaging, and to ensure that every child is stretched, using a range of approaches and methods.

At Scott we also recognise that Personalised Learning lies at the heart of good provision for all children and tailor the education we provide to ensure that every pupil reaches their full potential. This means taking a highly structured and responsive approach to each child's learning, in order that s/he is able to progress, achieve and participate. For example, we shape our teaching around the different ways children learn by acknowledging their different learning styles and including visual, auditory and kinaesthetic learning in every lesson. It also means that we strengthen the link between learning and teaching by engaging pupils - and their parents - as partners in learning.'

To provide appropriately for our gifted and talented children, our teachers will provide a curriculum that:

- is broad and available to all learners
- includes opportunities for open-ended and problem-solving activities
- stretches the most able children and allows them to show what they can do
- provides breadth and range of learning experiences
- Develops a range of learning styles.

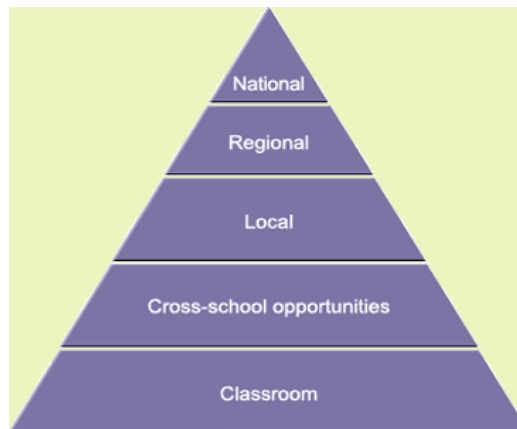
In our day to day teaching, we will:

- provide opportunities for problem-solving, hypothesising and developing thinking skills
- use a range of teaching and learning strategies
- have high expectations of all pupils
- providing rigorous and constructive feedback to pupils on their work
- use groupings flexibly
- use appropriate resources to stretch and challenge able pupils
- encourage pupils to take risks, to play with ideas and to regard all answers, whether right or wrong, as productive opportunities for learning
- encourage children to become independent learners and take responsibility for their own learning.
- where appropriate, use objectives from higher year groups and use focused support to provide adequate opportunity to excel.
- Provide open ended task that allow pupils to take charge of their own learning and achieve to the best of their ability

In addition to formal lessons, we provide other opportunities for pupils with particular talents and abilities:

- a range of extra-curricular activities that enable all learners to develop their particular talents, e.g. sport, music, art, ICT and school visits. We may signpost to outside resources where appropriate provision is not available within school.
- access to school resources e.g. library, ICT, art to allow learners to follow and develop particular interests.

We will also encourage gifted and talented pupils to participate in other activities provided outside of schools e.g. Frontiers, Children's University in accordance with the opportunity pyramid.



The opportunity pyramid
(Source: Deborah Eyre 2007)

Monitoring and Self Evaluation

The headteacher and senior leadership team are responsible for the monitoring the implementation of the policy, in particular, that:

- the policy is reviewed annually
- the register is reviewed termly
- the achievement of every pupil including those who are gifted and/or talented, is reviewed termly.

Additionally, we use the National Quality Standards for Gifted and Talented provision to assess and improve the quality of provision at classroom and whole school level:

- Classroom Quality Standards (CQS) - we use these to support practice in the classroom and to bring greater precision to the teaching and learning of Gifted and Talented children.
- Institutional Quality Standards (IQS) – we use these to evaluate and improve our provision across the school in addition to the Features of an Effective School (Appendix 1)

Roles and Responsibilities

Role of the Governors

There is a named governor with responsibility for Gifted and Talented pupils.

He/she will liaise each term with the co-ordinator/and or leading teacher, headteacher and senior leadership team to monitor the implementation of the policy.

Role of the Headteacher

The headteacher will monitor teaching, learning and provision to ensure that:

- the curriculum meets the needs of individual learners, including those who are gifted and talented
- gifted and talented children achieve in line with their potential
- sufficient resources, support, training and status are provided to the gifted and talented coordinator
- there is a whole school commitment to, and support for, gifted and talented learners
- there is a school policy in place for gifted and talented that provides a clear framework for subject policies or guidelines
- there is effective self-evaluation of gifted and talented provision using the National Quality Standards or other self-evaluation tools. For whole school standards see <http://nationalstrategies.standards.dcsf.gov.uk/search/inclusion/results/nav:82467> for Classroom Standards see <http://nationalstrategies.standards.dcsf.gov.uk/search/inclusion/results/nav:82469>
- the register of gifted and talented pupils is updated termly in line with the requirements of the School Census return.

Role of the Gifted and Talented Coordinator and/or Leading Teacher for Gifted and Talented

In our school we have taken the decision to:

- appoint one colleague with combined responsibilities (coordinator and leading teacher)

This colleague will:

- ensure that the policy is put into practice and is regularly reviewed
- keep up-to-date with current developments and advice on supporting gifted and talented children
- support and challenge subject leaders to meet the needs of gifted and talented children
- support individual teachers to identify gifted and talented children in their class
- support individual teachers in meeting the needs of their children, including where appropriate, writing IEPs for the truly exceptional child
- liaise with parents/carers and outside agencies to secure the best possible provision for each pupil.

Role of the subject leader

Every subject leader will:

- monitor the provision for and achievement of gifted and talented children within their area
- purchase resources to help support these children where necessary and as budget allows
- monitor the provision for named children in planning

Role of the class teacher

Every class teacher will:

- assist in the identification of gifted and talented children within their class
- ensure that the needs of gifted and talented children are identified within lesson planning and met in the delivery of lessons.

Role of the Pupil

We believe that children should be involved in articulating what helps them to be effective learners and provide them with opportunities to:

- develop the language to discuss the process and progress of their learning
- self and peer assess
- raise their awareness of their own preferred learning styles
- provide feedback on the quality of the learning process
- participate in setting targets for learning including how they will evaluate the outcomes.

Liaison with Parents

We believe it is essential to work closely with parents to support the development of every child. In particular, we will:

- ask parents to identify their child's special talents and abilities on entry to the school and at parent consultation evenings
- notify staff of any special achievements out of school
- inform parents when a child is placed on the register for gifted and talented
- liaise with parents about how they might support their children outside school.

Equal Opportunities

Scott Lower School is committed to working towards equality of opportunity for all children regardless of age, ability, gender, race and social circumstances. All pupils are of equal value and have the same right to take part in the varied activities and opportunities wherever possible. All opportunities for learning should be offered in a way which allows all children access and the ability to progress at their stage of understanding.

A school that:

- ensures that every pupil's entitlement to have his/her needs is acknowledged and met, including those who are gifted and/or talented
- has a clear policy for gifted and talented (which might be a section on gifted and talented within a wider inclusion/personalisation policy and/or a strand in department and subject policies)
- identifies a coordinator and/or leading teacher for gifted and talented education who take(s) forward the school's policy on behalf of the senior leadership team
- identifies a link governor for gifted and talented
- has an agreed definition for gifted and talented pupils in its own context
- identifies its gifted and talented learners using a variety of measures as appropriate to the ages and skills of the pupils, including through the use of open-ended learning opportunities
- maintains a register of gifted and talented pupils that is broadly representative of the school population
 - NB. it is for the school to decide the number of pupils on the register but current guidance suggests that every school should identify around 10% of its pupils as gifted and/or talented
- provides appropriately creative and challenging activities in day-to-day lessons for gifted and/or talented pupils, using enrichment, extension and acceleration strategies relevant to the individual child or young person and his/her abilities
- ensures that the curriculum offer is designed in anticipation of exceptional performance from some children and young people
- seeks and acts upon the views of gifted and talented learners in improving provision
- recognises that gifted and/or talented children and young people may underachieve, including those from vulnerable groups
- provides and/or brokers additional opportunities for these pupils out of school hours, on and beyond the school site
- uses a range of quantitative and qualitative data to track, evaluate and maximise pupils' progress and to set appropriate targets
- uses a wide range of evidence to audit, evaluate and improve current practice and provision.
- communicates clearly with parents/carers and learners, and involves them in the identification process and when deciding appropriate provision
- has strong links with feeder schools and groups, and with other local groups, schools, colleges and higher/further education

With full support of the Senior Leadership Team and Governors, the co-ordinator should seek to:-

- Act as the 'Champion' of able and talented pupils/students by creating and sustaining positive attitudes towards them, establishing a shared understanding of their academic, social and emotional needs and ensuring that all able pupils receive the right blend of challenge and support.
- Lead the development, implementation, monitoring and evaluation of the school's policy for Gifted and talented students, linking it with existing policies including that of the LA.
- Ensure that identification procedures are in place and are understood and implemented consistently by all staff throughout the school.
- Ensure that registers of Gifted and Talented pupils/students are completed, maintained and made available to staff as appropriate.
- Co-ordinate provision for gifted and talented students within the school including the monitoring of planning and schemes of work in relation to gifted and talented.
- Identify and promote teaching and learning opportunities within and across the curriculum and support colleagues in devising explicit activities including enrichment activities.
- Research and identify appropriate resources for gifted and talented pupils/students and advise and/or offer staff appropriate in-service opportunities regarding their use.
- Identify and analyse the ways in which study support and enrichment activities build upon and interweave with mainstream school provision. Be prepared to share identified good practice across the school and Learning Communities.
- Work with Learning Mentors, or other appropriate school personnel, to address the needs of underachieving and/or disadvantaged pupils/students who have been referred.
- Ensure that records are kept up to date and are passed on to receiving (new) schools.
- Monitor the performance of the gifted and talented cohort including through the analysis of data, and devise strategies to address issues identified.
- Maintain and develop staff awareness of gifted and talented issues, identify their development needs and seek appropriate training opportunities.
- Maintain their own professional awareness and development of current issues relating to gifted and talented education including attendance at national and local training for school co-ordinators.
- Keep all interested parties, including parents, staff and the Governing Body (through the link governor for gifted and talented) informed of Gifted and Talented activities and initiatives.
- Meet and work with all other co-ordinators, within the Learning Community and the LA, to develop and implement a support programme for all schools, reporting progress on a regular basis.
- Work with gifted and talented Co-ordinators across all clusters to promote complementary study programmes, including joint projects and out of hours extension and enrichment opportunities.

With full support of the Senior Leadership Team and Governors, the Leading Teacher should seek to:-

- Exemplify best practice for gifted and talented learners in the classroom
- Set gifted and talented learning in a whole school context using IQS to drive school improvement
- Lead training and developments in learning and teaching to raise expectations, challenges and achievements of gifted and talented learners
- Embed the Classroom Quality Standards to evaluate classroom practice and identify improvement opportunities
- Coach colleagues to improve teaching strategies
- Act as an advocate for gifted and talented learners to improve learners engagement/student voice and outcomes
- Facilitate pupil mentoring, set targets to support/raise gifted and talented learners' attainment
- Monitor data to evaluate the progress of individual gifted and talented learners
- Work to ensure that the gifted and talented population in the school is representative especially for looked-after children, dual or multiple exceptionality, Black or minority ethnic groups and all social and economic groups
- Lead, manage and identify gifted and talented opportunities beyond the classroom
- Manage resources for gifted and talented learners
- Encourage students to become members of the learner academy
- Develop, monitor and update the gifted and talented register

Source: Leading Teacher Handbook Part 2 Page 8