



ADCOTE SCHOOL

GIFTED, ABLE AND TALENTED POLICY

Reviewed by: Michelle Pragg	Date: September 2021	Next Review: September 2022
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Introduction

We believe that all children are entitled to an education that will enable them to develop to their full potential, be that intellectual, physical, aesthetic, creative, emotional, spiritual or social. We are committed to providing a stimulating and suitably challenging curriculum for all its students, in the pursuit of the highest academic and pastoral achievements.

All students have individual needs, which puts personalised learning at the heart of our teaching and learning programme. Gifted and Talented (G+T) pupils should be given the opportunity to access an optimal breadth and depth of learning; as such we aim to provide opportunities to develop specific skills and talents.

1) Definitions

Gifted and Talented students are those who achieve, or have the ability to achieve, above average in one or more academic areas, including areas outside the main school curriculum. They may be leaders or role models or those who display outstanding leadership and/or social skills. These are students with an innate ability, who present a natural, outstanding aptitude or competence for exceptional performance. This includes all subject fields.

It is important to note that this may include students who are subject to a barrier of learning, such as dyslexia, Asperger's Syndrome, or a physical disability.

It is important to remember that Gifted and Talented pupils can also be:

- of high ability but of low motivation;
- of good verbal ability but have poor writing skills;
- very able but with a short attention span;
- very able with poor social skills; and/or keen to disguise their abilities.

2) Identification of Gifted and Talented students

The identification of Gifted and Talented pupils is a process which the whole teaching and support staff participate in, as well as parents, carers and the children themselves.

The identification begins when a child joins the school. The school is keen to understand their achievements and interests in particular areas as they join the school. Discussions with parents and carers will enable us to create the best possible picture of the child, and records of awards and achievements in academic, sporting, musical, artistic and any extra-curricular activities will be helpful in this respect.

Both qualitative and quantitative information is used for identification purposes:

A programme of internal and external assessment takes place. Gifted and Talented students are identified and placed on the Main Register from the data which accompanies their entrance to each Key Stage: **e.g. InCAS for Key Stage 2**, Midyis for Key Stage 3, Yellis for Key Stage 4 and Alis for Key Stage 5. Students who achieve a score of above 120 will be identified on the register and students who achieve a score above 120 in both Maths and Vocabulary

will be identified as the academic G+T cohort. This is flexible, depending on the abilities of different year groups.

Gifted and Talented students can also be identified and added onto the Gifted and Talented register by teachers if they meet the criteria defined by the Department. The criteria will be clear, transparent and evidence-based.

3) Responsibilities

● Gifted and talented Co-ordinator:

Gather names of identified students from all areas of the curriculum;

Categorise this information in a register, circulated to all teaching staff;

Contact and liaise with parents about individual students interests and challenges and effective strategies to enable their child's learning;

Regularly share information, effective practice and opportunities with teaching staff;

Monitor the provision for Gifted and Talented students across the curriculum and extracurricular activities and liaise with departments and teachers to ensure effective provision;

Monitor the progress made by individual Gifted and Talented students on a termly basis to identify students who are underachieving, liaising with personal tutors and Director of studies to organise intervention strategies;

Evaluate Gifted and Talented provision for students on an annual basis.

● Teachers:

Identify the pupils who meet the criteria;

Pass these names on to the Gifted and Talented co-ordinator;

Know who are the G+T pupils in their individual classes and be aware of individual strategies that may help support their provision .

Ensure the department provides schemes of work that contain enrichment/challenge materials for identified students;

Regularly review names of G+T students and provision within the department at scheduled department meetings.

Liaise with the G+T co-ordinator

Ensure that enrichment/challenge materials are being used appropriately by staff; and

Encourage children to enter local and national events and competitions.

- **Parents:**

Communicate with the Gifted and Talented co-ordinator to provide information which can help inform the provision and strategies to support their individual child.

Encourage students to engage in local and national events and competitions that apply to their individual interests and talents.

4) Coordination and monitoring

The Register is reviewed on a regular basis, in association with pupil progress, departmental and/or staff meetings.

Talents and abilities emerge at different times due to developmental issues, and as new opportunities arise, therefore, inclusion in the cohort is not permanent. If it is perceived by parties that inclusion is no longer beneficial, pupils may be moved off, either temporarily or permanently. Such changes to the register will be discussed in parallel with the pupil and parents.

We recognise that some pupils who are Gifted and Talented do not always show their ability. This may arise from learning difficulties such as dyslexia, or personal circumstances. The school aims to work with support programmes and parents to ensure a consistent achievement at the appropriate level for each child.

5) Strategies for teaching

We offer opportunities for Gifted and Talented pupils to thrive through:

An enriched, stimulating and relevant curriculum;

Regular reinforcement of high expectations;

Opportunities for pupils to work outside their usual working environment, where possible

Independent and collaborative learning activities;

The focus on thinking and study skills, including metacognition;

Pupils self-assessing and evaluating their own work; and

Encouraging risk-taking and the experience of setbacks to develop resilience.

6) Extension, acceleration and enrichment

Opportunities to broaden pupils' learning experiences may include:

Differentiation, where pupils may be grouped according to ability, and differentiated work is built into schemes of work and lesson plans to provide activities requiring extended higher order thinking skills;

Working on subject matter which would typically be for older pupils to access broader knowledge and develop more sophisticated thinking and reasoning skills. This may be through either giving pupils work which would usually be given to older pupils, or moving pupils up a year group, where practical;

Enabling a pupil to study aspects of a topic that there would not normally be time to study, or adding extra subjects or specialised calendar events to the curriculum or extra-curricular activities programme;

Partnership with other schools or external organisations, for example workshop events, specialised holiday camps, and local, regional and national schemes/competitions.

7) Success criteria

The success of this policy is measured by qualitative and quantitative evidence of an individual pupil's progress and the development of the Gifted and Talented students as a whole. This includes:

Improved attainment in the areas in which they are Gifted and Talented;

Increasing active involvement by pupils in assessment of their own progress and target setting;

Increasing higher level questions being asked by pupils;

Increasing levels of independent learning, including risk taking in learning;

Increasing confidence and improving attitudes to learning.