

SANDY UPPER SCHOOL

GIFTED AND TALENTED POLICY

Introduction

Our school will have, at any given time, a number of extremely able, talented or gifted students, some of whom may perform at a level that well exceeds the levels of others in their class or that expected for students in their age group. This may be in one or more areas of learning. Their performance will exceed that of above average attainment and sometimes that of children described as well above average for their age. The identification of gifted and talented students applies the principle of “at this time and in this place” as students develop at different rates and cohorts across schools vary.

We believe that we can make a difference in enabling these students to achieve the greatest possible progress.

Our definition of ability recognises academic, practical, creative, musical, physical, sporting and social performance. We also recognise that a student may possess a potential for performance which is not yet reflected in current performance.

We believe that provision is generally most effective when it is made within the classroom, through a stimulating, differentiated curriculum. We will, however, provide a range of additional opportunities for Gifted and Talented students which could involve working with external parties.

Aims

We want to achieve a consistent shared approach to the identification, management, support and challenge of our gifted and talented students. We will do this through:-

- An agreed and shared definition of the terms “gifted” and “talented”
- Early identification of gifted and talented students
- Justification of identification through assessment and continued use of data
- Providing a range of strategies to meet students needs
- Raising staff awareness of the range of strategies available to them
- Creating a climate of learning throughout the school
- Working in partnership with the parents of gifted and talented students
- Work with the wider community to provide opportunity for identified students
- Appointing a gifted and talented co-ordinator to be the driving force of this policy
- Continuing to support all children within the school

Identification

Stage 1: We are required to identify between 5-10% of our school population as our highest achievers. We do this by using multiple criteria including prior attainment data for example Key Stage 2 results and GCSE grades.

Stage 2: Subject Leaders will identify their Gifted and Talented students using their records

Definitions

Gifted and Talented children and young people are defined by the DFE as “with one or more abilities developed to a level significantly ahead of their year group (or with the potential to develop these abilities)”

- Gifted – describes students who have the ability to excel academically in one or more subjects such as English, Technology and Science. A gifted student is of exceptional ability and talent and functions at levels several years beyond the expectations for their age or whose quality of performance is markedly superior to that which is usually encountered
- Talented describes students who have the ability to excel in practical skills such as sport, leadership and artistic performance. These students may well follow a vocational training pathway to accreditation or employment

At Sandy Upper School we look at the number of times students have been identified by departments in conjunction with appropriate data. Those identified by at least three subjects are deemed to be “gifted” in terms of their ability.

Once identified, the Gifted and Talented Coordinator will work to validate each nomination with assessment data. If agreed that the criteria are met, the student's name is entered in the register and an individual learning plan (ILP) produced for the student.

Organisational and in-class approaches

Important strategies include:

- The coherent management of student groupings (whether in mixed ability groups or ability sets) and recognition that, whilst there may be a higher concentration of gifted and talented students in some groups, there will be students who have gifts and talents in all groups.
- The provision of opportunities for gifted and talented students to work with students of similar ability. This will mean that it is appropriate for students to work with older students occasionally.
- Mentoring and additional provision for students of exceptional ability.
- The provision of enrichment/extension activities and tasks.
- Differentiation within subject areas.
- The development of independent learning by allowing students to organise their own work, to carry out tasks unaided, evaluate their work and become self-critical.

Out of class activities

The following are offered on a regular basis and, although these benefit all students, they are particularly apt for ensuring that students who have potential in these areas are given opportunities to practise and extend their skills.

- School clubs
- Musical, drama and art activities
- Sporting activities.

The Gifted Students' Academy (GSA) was launched in September 2010 to support Gifted and Talented programmes in schools following the closure of the Young Gifted and Talented (YG&T) in March 2010.

Co-ordination and monitoring

The Gifted and Talented Coordinator has overall responsibility for:

- (i) ensuring that the policy is implemented
- (ii) co-coordinating the monitoring of ILPs and the progress of gifted and talented students
- (iii) ensuring that the professional development programme includes relevant aspects of gifted and talented provision.
- (iv) providing assistance to Subject Leaders in the identification of gifted and talented students
- (v) collating a register of students who are gifted and/or talented
- (vi) reviewing provision on a regular basis

Subject Leaders will:-

- i. Use data and QCA guidelines to identify very able/gifted students within their classes and to support their nomination
- ii. Agree, plan and implement appropriate provision in their subject areas
- iii. Record strategies to be used
- iv. Include provision in schemes of work, as appropriate
- v. Review provision regularly

First Implemented				
Review & Evaluation	Rewritten Revised	Staff Resp	Gov S/C	Review Cycle
Mar 2005	Mar 2004	EMB	DMC	Annual
	Jan 2011	GC GC	Standards Standards	Annual Annual