

Current Lead Staff: Barbara Bouman, Gifted and Talented Co-ordinator, Craig Hewitt, Assistant Headteacher,

Introduction / Context

Every pupil should have the right to personalised learning (2005 White Paper - Higher Standards; Better Schools for All). Education of every group and every individual including the Gifted and talented is at the heart of the personalisation and ECM agenda. Gifted and Talented is a government initiative to ensure that the special needs of able pupils are met as an entitlement, to do away with 'one size fits all' schooling (E. Morris) and to end the culture of 'being seen to be clever is embarrassing'. The government also recognises that gifted pupils are a key group, many of whom will be tomorrow's social, intellectual, economic, business and cultural leaders. Whilst the initiative attracted considerable funding under the Labour administration, this will cease later this year, thus the challenge is to embed provision for the most able within the curriculum rather than as extra-curricular activities.

Aims

In support of the Teaching and Learning policy, the Gifted and Talented policy aims to:

- Identify students who are achieving or have the potential to achieve significantly in advance of the average for their year group.
- Provide for the learning needs of those children.
- Provide additional, external learning opportunities
- Involve parents in the G&T programme for their child and make them aware of the additional opportunities available.

Principles

Within the school's overall aims, objective and values, Gifted and Talented at Stoke Newington School and Sixth Form will:

- Ensure gifted and talented students are identified and that teachers are made aware of them.
- Have departments monitor the progress of gifted and talented pupils individually and as a group within their area.

Ensure teachers and support staff are aware of and use strategies to ensure challenge and suitable differentiation in the classroom and in setting homework

- Hold a central register of gifted and talented pupils to measure overall progress of the gifted and talented programme.
- Make parents and students aware of the gifted and talented programme and the opportunities available to them.
- Seek out external opportunities specially targeted for the development of gifted and talented students.
- Provide a broad range of enrichment opportunities

Scope

The policy applies to all pupils, years 7-13.

Definitions

Gifted and talented children are:

'Children and young people with one or more abilities developed to a level significantly ahead of their year group (or with the potential to develop those abilities).' National Strategies, 2008

Gifted refers to pupils who have an exceptional aptitude in one or more academic subjects, eg Maths, Science, History, etc.
Talented refers to pupils who have an exceptional aptitude in one or more creative subjects eg Drama, Art, PE, etc.

Procedures

1. Identification

Government guidance from the National Strategies (2008) states:

There are gifted and talented learners in every year group in every school/college. All institutions are free to determine the size of their gifted and talented populations, but should be able to justify this in terms of improved standards for all learners identified. Every school/college should have some gifted and talented learners and should keep a register of those learners. Since relative ability changes over time, learners should move on and off the register when appropriate, though such movement might be expected to reduce with age. Since ability is evenly distributed *throughout the population, a school's or college's gifted and talented population should be broadly representative of the whole learner population in terms of gender, and ethnic and socio-economic background.*

Students are identified as gifted and talented by a variety of methods, both quantitative and qualitative:

- Teacher nomination
- Feeder school nomination
- Standardised, national test and assessment scores/levels: KS2 levels, CATs scores of 129 in any one battery, KS3 level 8 or teacher assessment level 8, GCSE average point score of 58 or more. (NAGTY criteria 2007)
- Subject specific data eg. Maths Challenge GOLD award
- Identification processes are ongoing to allow entry to the cohort at any point. They will also seek to identify 'late bloomers' to join the register. A review of the register takes place annually in the Autumn term. A register of gifted and talented students is available on the O:Drive

It is to be noted that not all students nominated by each individual department will be on the central list, particularly if they are only nominated in one area. However, as they are nominated by that department this will ensure that their potential is recognised in that specific area and they are eligible for any extra-curricular activities in that area.

Parents will be sent a letter in the autumn term of Year 7 outlining which areas their son/daughter has been identified as gifted and/or talented in along with details of the kinds of provision they should expect as a result.

2. Provision

In addition to their full entitlement to the National Curriculum, gifted and talented students will be given access to curriculum extension and enrichment within and outside the curriculum. An effective classroom environment will deliver pace, breadth and depth in teaching and learning and challenge through differentiation by content, learning process and outcome. The gifted and talented will normally work within their peer cohort, but specific opportunities will be provided for them to work with their intellectual

peers to allow extra challenge to take place. When deemed appropriate, acceleration or fast-tracking will enable gifted students to take GCSE at the end of Year 10 (see school early entry policy). Extra-curricular provision for the more able is researched and offered through outreach activities such as masterclasses, summer schools and challenge days, provided in-house and by local, regional and national educational authorities.

3. Monitoring and evaluation

A review of the progress of students on the gifted and talented register will occur following each progress check. Subject teachers and heads of department / faculty have the primary responsibility for the progress of all of their students. An analysis across cohorts will be undertaken by the G&T coordinator and used to highlight issues and direct strategies and intervention as appropriate.

4. Rewards and celebration

Roles and responsibilities

Students

- Complete all tasks to the best of their ability and take responsibility for their learning
- Participate effectively and work with both teachers and support staff in order to understand and realise learning objectives
- Ask for help and guidance if needed
- Work independently and in partnerships, self-manage, be creative and reflective
- Take advantage of any extra activities available for gifted and talented students

Teachers

- Plan and deliver effective, challenging and creative lessons, sharing outstanding practise with colleagues through peer observation, mentoring and coaching etc
- Assess pupils' progress and use assessment data to inform planning, to provide suitable challenge, keeping accessible records
- Use student feedback to develop and improve planning
- Keep up to date with developments in pedagogy relating to teaching more able students
- Consider the specific needs of gifted and talented students, ensuring that lesson planning meets their needs
- Acknowledge and reward outstanding achievement and effort
- Set appropriate homework

Support staff

- Work with teachers to promote a positive learning environment
- Liaise with pastoral staff relating to specific students and their needs

Subject Middle Leaders, YCCS and responsibility holders will:

- Support and guide core teachers in all areas relating to Teaching and Learning ensuring that lessons are constantly effective, challenging and engaging for gifted and talented students
- Update Schemes of Work to provide suitable challenge in conjunction with colleagues when necessary
- Model outstanding practise in teaching gifted and talented students

- Monitor and evaluate according to related policies and schedule on calendar, both acknowledging and addressing underperformance and offering support strategies
- Monitor the setting, quality and challenge of homework
- Lead on the progress of gifted and talented students in their Key Stage, Department / Faculty or year group

Senior Leaders will:

- Monitor and evaluate the Teaching and Learning of gifted and talented students across the school
- Recognise and acknowledge outstanding practice and use this to up standards
- Support Middle Leaders with student underperformance if required
- Support Middle Leaders with staff underperformance if required
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Parents and carers will:

- Check and sign student diaries
- Provide a suitable place for homework to be completed
- Provide academic and emotional guidance for students
- Liaise with teaching and support staff to discuss progress and concerns
- Attend parents' evenings, open evenings and support groups as communicated through Spotlighter, Spotlight, letters, notes in diaries and website
- Attend Progress Review Day and keep track of student progress using Learning Platform
- Ensure that students attend every day and are punctual
- Read all school publications to promote better communication

Governors will:

- Monitor and evaluate the policy
- Visit link departments in order to see the policy working in context
- Work with and support link departments wherever appropriate

Appendix - Deep learning and gifted and talented pupils

The three elements of pupil voice, learning to learn and AfL need to work together to ensure true personalised learning for gifted and talented pupils.

They also stress the need for:

- reciprocal, supportive and cumulative learning conversations
- meta-cognitive control
- growing learner autonomy - where learners are independent, self-directed, critically reflective, self-motivated, collaborative, self-aware and have highly developed decision-making skills.

The learning habits of a pupil engaged in deep learning can be characterised by:

- a focus on meaning and argument;
- relating previous knowledge to new knowledge;
- bringing together and seeing connections between knowledge from different sources;
- relating theoretical ideas to day-to-day experiences;
- relating and distinguishing evidence and argument;
- organising and structuring content into a coherent whole;
- an emphasis on pupil reflection.

Sims, E. (2006) *Deep Learning 1* © Specialist Schools and Academies Trust. Adapted from Ramsden, P. (1988) (ed.) *Improving Learning: New Perspectives*. © P. Ramsden.

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