



GIFTED AND TALENTED

All members of our school community are respected and their talents, abilities and achievements are recognised and celebrated. Every child has the opportunity to participate in a challenging and stimulating curriculum that allows them to maximise their potential. We aim to personalise learning for all pupils including the gifted and talented. In our school population we recognise that some pupils are able to achieve the highest of levels. These pupils require specific support in helping them to achieve this potential. The emphasis is on high expectations for all pupils with our highest achievers setting a standard that all can aspire to.

Inclusion in the Gifted & Talented cohort is not permanent. If it is perceived and agreed by consensus that inclusion is no longer beneficial, pupils can be moved out of the cohort, either temporarily or permanently.

The Gifted and Talented cohort must be seen to be inclusive. Identification should be sensitively handled.

The main provision for Gifted and Talented pupils is the day to day challenge in lessons with additional enrichment opportunities.

Definition

Pupils with one or more abilities developed to a level significantly ahead of a year group, or with the potential to develop those abilities.

Gifted: Describes a pupil who has the ability to excel academically in one or more subjects.

Talented: Pupils who have the ability to excel in practical skills such as sport, leadership, artistic performance.

Definitions: DOE

- Academic ability (ability in one or more subjects)
- Talent (ability in Art, Music, PE, or in any sport or creative art)
- Social Skills/Leadership
- The gifted and talented register will identify 10%-12% of the school role

They can be:

- All rounder
- High achievers
- Potential, but under achieving
- Potential but held back due to a specific a reason (EAL, CoP, dual exceptionalities)

Identification

- Quantitative data: Results of National and school based tests.
- Quantitative Data: teacher assessment and nomination.
- Achievement: Within sports and/or expressive arts at a school/borough national standard.
- Primary School, peer and parent.

The process of identification will involve discussion at Pastoral Department, Subject Department Meetings, Middle Leaders and Leadership Group meetings. In addition, peer and parent nominations will be taken into consideration.

The identified pupils will be reviewed on an annual basis during the second half of the autumn term. Any changes to the list will be discussed as stated above.

All departments will have a Gifted and Talented policy which states how to identify gifted and talented pupils within the subject area.

Identification on ability not achievement so underachievers can be identified.

Roles

Gifted and Talented Co-ordinator: responsible for coordinating the identification and development for gifted and talented pupils across the school. The Lead Teacher will be line managed by a Deputy Headteacher.

Teachers in Charge: will be responsible for implementing and monitoring the policy in their department and maintaining regular liaison with the G&T Co-ordinator, ensuring effective provision within the subject and that the most important aspect of provision for all pupils is the day to day learning in the classroom. Departments will use the Classroom Quality Standards (CQS) to develop their provision and ensure appropriate levels of challenge for all pupils.

Year Coordinator: will be responsible for monitoring progress of pupils in their year and liaison with the TiC's, the G&T Co-ordinator, parents/carers and supporting programmes.

Form Tutors: Reviewing progress and setting appropriate targets, liaising with parent/carers. Year Co-ordinator and G&T Co-ordinator.

Subject Teachers: Delivery of an appropriate curriculum, offering enrichment opportunities and monitoring progress, reporting to TIC. It is the responsibility of every teacher to provide challenging tasks to meet the needs of the most able, gifted and talented pupils in their classroom. Subject teachers will be responsible for maintaining their individual class Gifted & Talented register via SIMs. Teachers may add/remove pupils on their class registers at appropriate times in the year, e.g., new admits and terminal examinations. TiCs and the Gifted & Talented Co-ordinator is to be consulted on all additions/removals.

Monitoring

1. The programme will become part of the whole school and department development plan, in its own rights and part of the plans already in place alongside policy's in place.
2. Departments to monitor pupils' progress curriculum content, lesson planning and enrichment opportunities.

3. LG and Middle Leaders to monitor and review progress.
4. Individual pupil progress will be monitored twice a year at a whole school level and within the assessment cycle of each department.
5. The whole programme will be reviewed annually as part of the SEF and through a termly report to Governors
6. Tackling underachievement with appropriate intervention and supportive strategies.
7. The programme will be implicit in the school's policies, but the following have been identified as specifically linked.

Policy	Page	Aim Of Policy	Implication
Anti bullying	11	To ensure that pupils are not bullied due to the specific gift or talent	To continue to create an environment that positively promotes achievement and the skills needed to achieve
Assessment, Recording and Reporting	14	All progress is monitored, recorded and reported	To allow pupils to know that they are successful in targets to allow further progress
Equal Opportunities	112	To ensure the register represents the school intake	To monitor the register and set up specific programmes to address any imbalances to ensure all pupils have opportunities to participate within the criteria of the Gifted and Talented programme
Examination Policy	116	All pupils have the opportunity to sit exams that allow success	Monitor pupils to allow for early entry and extension of their curriculum offer
Groupings	172	Pupils groupings reflect the policy that they should enhance learning and contribute to raising achievement	Monitor the pupils groupings in relation to progress and achievement
Homework	187	The school believes that homework is a vital part of the learning experience for pupils	That homework is set that reflects the specific needs to continue to challenge and develop learning
Learning & Teaching	195	The monitoring of the quality of teaching and learning	To monitor the progress of the gifted and talented and the teaching they are receiving
Primary Liaison	313	The transition of pupils, data and curriculum content	To identify pupils prior to the start of Year 7
SEN	371	Policy of inclusion	To identify specific needs and set up a programme to meet them

The Gifted and Talented Programme is an intrinsic part of the school and department development plans and its implementation is monitored as identified throughout the plans,

Strategies

1. It is the responsibility of all departments, Year teams and classroom teaches to ensure they are aware of the levels of all pupils and appropriate, challenging work is set accordingly.
2. All departments have developed an annually reviewed policy for the gifted and talented pupil and this is built into the schemes of work, ensure appropriate provision in and beyond the classroom. It is the responsibility of the departments to ensure challenge and support for gifted and talented pupils
3. School pupil register containing all baseline data and identification is part of the Gifted and Talented programme.
4. Tracking and target setting interviews.
5. Lesson monitoring and pupil work monitoring.
6. Extension and enrichment programmes are available locally and nationally.
7. Challenge programme to access universities through Summer University, university links, careers and option programmes.
8. Excellence challenge to target Year 9/10 pupils to access higher education, as part of the widening participation and raising aspirations programme.
9. Parents/Carers are informed and involved in order to support pupils' achievements.
10. Identification of gifted and talented pupils at mid-phase entry.

In addition a variety of the following strategies are used:

- EAL support after school programme.
- Extra GCSE's, A/S levels, as appropriate.
- Extra language courses.
- Enrichment programmes in social skills, career education, progression routes and personal skills.
- Subject development of challenging tasks and H/W to access Key Stage 3 level 7/8.
- Subject development of challenging tasks and H/W to access GCSE A*/A.
- Cross-curriculum links to develop challenging programmes to broaden horizons.

- Enrichment activities aimed at a specific skill/subject that involves pupils from all year groups.
- Learning pathways – personalized and appropriate
- Year group activities to challenge and enrich pupil achievement.
- Recognising and rewarding achievement.
- NBP e-mentoring programme for Year 10.
- Clubs.
- Year 6/7 Transition.
- BOSS Day.
- Work Experience.