Gifted and Talented Policy

September 2014 - September 2017
POLICY NAME: Sidney Stringer Academy Gifted and Talented Policy

Policy Prepared by: Jane Flynn
Policy Reviewed by: Jenny Jays  Sept 2014
Sidney Stringer Academy believes in encouraging and supporting all students to develop their skills, talents and aptitudes to the full, thus preparing them for achievement, success and lifelong learning.

The aims of this policy are to:

- establish an agreed range of practice and provision for Gifted and Talented students
- ensure a high quality of challenging learning experience is offered to students through effective leadership and delivery of Teaching and Learning for Gifted and Talented students within the context of an inclusive curriculum
- raise standards of attainment across the Academy

Definition of Gifted and Talented and additional categories

- Gifted and talented students are found in all communities regardless of their ethnic, cultural or socio-economic characteristics. The gifted population includes students who are underachieving and who have disabilities.
- ‘Giftedness’ refers to potential distinctly beyond the average for the student’s age and encompasses a broad range of abilities in the intellectual, academic domains, notably in literary and/or mathematical and scientific based areas. For us these students will be categorised further into High Prior Attainers (students with a high average KS2 result- as recorded on SIMs), New High Attainers (students who departments have identified as gifted after KS2 results). Students can be gifted in subjects such as Science, English, Maths, Business, Social Sciences, World Languages etc.
- ‘Talent’ denotes achievement distinctly beyond the average for a student’s age as a result of application to training and practice, for example, in a range of Visual, Expressive, Creative, Performing Arts and/or Sport.
- As students may be both ‘gifted’ and ‘talented’, the school will also work with an ‘all rounder’ category to reflect this.

Identification

A combination of the following will be used to identify students who are gifted and/or talented within the academy:

- Key Stage 2 Test data
- Primary school reports and assessments
- Assessment by subject specialist academy staff following the provision of appropriate classroom activities to help identification
- CATs scores
- Reading scores
• Feedback from parents and peers
• Conversations with individual students

It is recognized that poor behaviour does NOT indicate that a child is neither gifted nor talented: it can be a symptom of both of these.

• A register of gifted and talented students will be kept for each year group, with the subdivisions clearly indicated. This information will also be accessible on SIMs.
• Mid-year admissions will be screened for potential giftedness/talents and added to the register as appropriate.

Learning Strategies

These are based upon DFE Classroom Quality Standards in Gifted and Talented Education and include the following:

• There is dialogue and some choice about how best to learn
• Teaching will promote learning which is routinely informed by creative and lateral thinking
• There are routine opportunities for critical analysis in relation to social, political, ethical and moral matters
• Active participation in economic, ecological and creative projects

Provision for Gifted and Talented Students

Whole Academy

• A working environment where staff are aware of, and sympathetic to, the emotional, social and intellectual needs of gifted and talented students.
• A positive Academy ethos, where all students are encouraged to express their opinions and learn to recognise and respect differences between each other as individuals.
• Provision of extra-curricular activities, such as regular clubs or timetabled enrichment activities for groups of gifted and talented students.
• Provision of opportunities for gifted and talented students to work with others of a similar ability outside the Academy.

Within Departments

• Schemes of Work will include tasks to stretch and challenge gifted and talented students, taking multiple intelligences into consideration.
• Opportunities will be provided for gifted and talented students to work with others of a similar ability.
• The departmental register of gifted and talented students will be reviewed and updated annually.
• There will be opportunities for staff teaching within a department to meet to discuss provision for gifted and talented students in their specific subject areas. This will raise any issues about resources and staff training.

Within the Classroom

• High teacher expectation and praise for achievement.
• Lesson plans which provide planned, appropriate differentiation for gifted and talented students.
• Opportunities for gifted and talented students to follow their own interests and to extend their breadth and depth of subject-specific knowledge (rather than simply accelerating their knowledge to higher National Curriculum levels), both within class lessons and also through research and other tasks to be completed outside of lessons, either by individuals or a group of students with similar ability.
• The use of a variety of teaching and learning styles, together with encouraging gifted and talented students to reflect on their own learning styles.
• Pace of lessons to match speed of individual learners.
• The use of questioning to engage higher level thinking skills.
• Target setting for gifted and talented students, with targets being Specific Measurable, Achievable, Realistic and Time Based.

At Home

Parents will be informed of their son’s/daughter’s inclusion in any activities for gifted and talented students.

Monitoring and Evaluation

At departmental level, the Subject Leader will:

• use the scrutiny of work to assess and evaluate achievements of gifted and talented students and to set future targets;
• use lesson observation to assess the effectiveness of teaching gifted and talented students;
• use assessment data to measure progress of gifted and talented students;
• question gifted and talented students about their learning as an indicator of how effective the programmes of study have been, and whether they match the preferred learning styles of the students.
At whole Academy level, the Coordinator of gifted and talented students will:

- use RAISE to monitor the performance of the HPA cohort and review practice in order to ensure we are in line with or exceed national expectations for this cohort;
- use scrutiny of work to assess and evaluate achievements of gifted and talented students across a range of subjects, which will indicate whether different departments have similar expectations;
- build up portfolios of work to be used for benchmarking;
- track individual students by student pursuit to assess the ‘diet’ of gifted and talented students across different subjects;
- be able to identify good practice and arrange for this to be disseminated;
- use assessment data to monitor progress of gifted and talented students across different subject areas.
- question students about their learning in different subject areas, as an indicator of the effectiveness of the whole Academy curriculum;
- question students as to the quality of their relationships with adults and peers within the Academy;
- ensure appropriate information is transferred when students move schools; arrange for parents to meet with appropriate staff to exchange information and to discuss their child’s progress.