

# CHESLYN HAY SPORT AND COMMUNITY HIGH SCHOOL

## MANAGEMENT POLICY

### Provision for Gifted and Talented

#### 1. Philosophy and Rationale

Everyone at Cheslyn Hay Sport and Community High School is committed to an inclusive approach to education that provides for an environment and curriculum which encourages all students, including the gifted and talented, to maximise their potential. As such, supporting G&T students is the responsibility of all staff.

Our school will have, at any time, a number of extremely gifted or talented students, some of whom may perform at a level that well exceeds the level of others in their class or that expected for children in their age group. This may be in one or more areas of learning. Their performance will exceed that of above-average attainers and sometimes that of students described as well above average for their age. We believe that we can make a difference in enabling these students to achieve the greatest possible progress.

#### 2. Aim of the Policy

In order for gifted and talented students to receive a coherent approach, it is necessary for all staff to be aware of this policy and to act upon it. We need to provide a consistent approach and to be aware that the gifted and talented have as much need of differentiated work as any other student.

Each department is asked to consider in liaison with their subject leader, their provision for this cohort of students and to monitor and develop that provision in line with curriculum developments and other school policies.

The aim of this policy document is to ensure a consistent approach to the identification and support of the gifted or talented student through:

- an agreed departmental definition of the terms 'gifted' and 'talented'
- identification of characteristics and needs of such students
- describing strategies for identifying students who are gifted and talented
- substantiating identification by the use of objective assessment measures, where appropriate
- listing a variety of strategies for providing for the needs of gifted and talented students
  - in the classroom
  - whole school provision
  - out of school provision
- raising staff awareness of the range of strategies available to them

#### 3. Definitions

As a guideline/point-of-reference the definitions for 'gifted' and 'talented' shown below, are taken from the DfES Excellence in Cities programme

Gifted :	Top 5% of students per school as measured by actual or potential achievement in the main curriculum subjects.
Talented :	Top 5-10% of students per school as measured by actual or potential achievement in the subjects of Art, Music and PE.

Characteristics which gifted or talented students may demonstrate in whichever area of performance they are operating are:

- speed of information processing – learning rapidly, understanding things quickly
- highly efficient memory – learning quickly, capacity to retain and recall effortlessly
- making connections – their ability to see patterns and link things together (at times in novel and idiosyncratic ways) makes them very efficient at deriving new insights and understanding
- intellectual curiosity – a thirst for knowledge and high intrinsic motivation which makes them soak up information. They often love the acquisition of knowledge for its own sake.

A 'talented' student is one who is in the top 5-10% in creative, sport, and social areas and may have:

- physical talent
- artistic talent
- musical talent
- talent in Drama
- mechanical ingenuity
- leadership qualities
- high creativity

Our definition of ability recognises all these aspects of performance. It also recognises that a student may possess this potential although performance may not currently reflect this.

#### **4. Provision**

At Cheslyn Hay Sport and Community High School we aim to:

- give all students their entitled education and experiences that are appropriate for their needs, within and beyond the framework of the National Curriculum
- recognise abilities and talents in a wide range of areas, not only academic
- identify the gifted or talented student as early as possible, so that progress can be monitored
- provide a wide range of high quality learning opportunities to develop the talents of each student, enabling them to reveal, display and extend their abilities.
- actively involve our gifted and talented students in their learning
  
- recognise each student as an individual and be concerned for the whole child both socially and intellectually
  
- develop staff awareness, strategies and teaching skills to provide challenge and flexibility in the curriculum
- use a range of assessment techniques to identify such students and to provide targets for them
  
- provide opportunities for students with like minds to work together
- provide effective performance coaching and mentoring systems

#### **5. Types of provision**

*In the classroom:*

- high expectations from teachers
- the use of questioning at various levels of cognitive development to raise the level of challenge
- the teaching of thinking skills
- fostering creativity
- awareness of what prior knowledge, understanding and skills students have so as to avoid unnecessary repetition of work and to enable activities to be pitched at a challenging level
- planning for differentiation by input as well as by outcome
- appropriate target setting
- planned enrichment and/or extension activities
- provision of open-ended tasks
- encouragement of independence and autonomy
- varied and flexible student groupings allowing students to work in a variety of settings and combinations
- raise aspirations and build awareness of potential career options

*Out of school opportunities to be identified/developed:*

- acceleration classes
- enrichment classes
- Easter or Summer schools
- Attendance at Y.G.T functions/events
- Attendance at master classes at local institutes of higher education
- Mentoring of KS4 students predicted 5 or more A\*/A grades ( including a focussed target day)

## 6. Identifying gifted and talented students

In this school we use a range of strategies to identify students who are gifted and talented. These may vary depending on subject area, but may include elements of the following:

- test and examination results
- Screening of the whole cohort: e.g. Midyis
- Information from previous schools, e.g. teacher perceptions, in-house test results
- Checklists of subject-related criteria
- Working-at NC levels/sublevels/GCSE grades in relation to potential
- Teachers' perceptions and observations
- Parents' perceptions and observations

Identification will be on-going, never 'once and for all' and will always veer on the side of positive. Concerted efforts at a departmental/subject level will be made to search out and address the needs of under achievers with latent higher ability.

We recognise that gifted and talented students share the same requirements as all students for a broad and balanced curriculum tailored appropriately to their needs. For gifted and talented students, such needs will include work at higher cognitive levels making use of preferred learning styles and a focus on the social, emotional, physical and spiritual aspects that help produce the 'rounded' individual.

Once identified the class teacher/form tutor will work alongside the subject leader to validate this nomination with assessment data. Subject team are an essential part of the identification and monitoring process. The student's name is entered in the register and processes for ensuring parents are informed are under review. Students who have been identified and nominated by an outside agency (e.g. sport) may well require the coach/talent development officer for support.

## 7. Roles and responsibilities

*The class teacher*

- work with their head of department to take steps to identify gifted and talented students within their class as soon as possible
  - assess/gather data to support the nomination
  - possibly write a supporting reference for Y.G.T. application
- \*agree, plan and implement appropriate provision
- record strategies to be used
  - review provision regularly

*The Head of department will:*

- liaise between the department and G and T whole school co-ordinator
- liaise with the department to develop and monitor
  - criteria for identification
  - department policy
  - evidence of departmental provision for GA&T students
- pass on names of students identified as gifted or talented within the department to the G and T co-ordinator
- ensure that teaching staff within the department are aware of the names of the students which they teach who are recognised as G&T – and that such students are clearly identified in the class teacher's mark book
- help identify subject-specific G&T resources including "booster packs" for independent study/prep for examinations

*The G and T co-ordinator will:*

- liaise with subject leaders
- ensure parents are informed of nomination of inclusion on the register
- ensure that appropriate arrangements are in place for the submission of Y.G.T. applications as appropriate
- liaise with and arrange other agency referrals as appropriate
- act as/appoint a performance coach or mentor if appropriate
- review provision on a regular basis

- liaise with SLT to explore strategies for maximising teaching/learning development as appropriate
- use MLM meetings to disseminate information/update HODs as appropriate
- attend KS3 and KS4 intervention meetings

#### **8. Resources**

An annual review will be made of resources for gifted and talented students including:

- budget available
- human resources
- training for staff and governors
- useful websites
- books and CD ROMS for students and teachers
- liaison with the school librarian
- Provision in some cases may be limited by the resources available to the school.

#### **9. Review and development**

The school's success in meeting the needs of gifted and talented students will be evaluated departmentally as part of the normal C.Q.A. (Curriculum Quality Assurance) processes using the following indicators:

- records of individual student progress
- value added information
- lesson observation/work scrutiny/lesson plans
- students' comments
- parents' comments
- feedback from subject departments and class teachers
- Ofsted reports

**Lead SLT member: EHA**

**Date of next review: 07.17**

**Reference: Provision for Gifted and Talented EHA 08 16**