

The Petersfield School A Performing Arts College

Gifted and Talented Policy

Rationale

We will identify approximately 10 -15% of our students as gifted and/or talented. Such students have the capability to significantly exceed expectations in their own classes, their year group and students of their own age group in general. Students of different ages may be recognised as gifted and/or talented in one or many different subject areas. We therefore need to develop strategies that identify, motivate and develop these students, ensuring that they make the progress of which they are capable.

Aims

“Meeting the educational needs of the gifted and talented is about building on good general school provision, not about providing something entirely different.” (Professor Deborah Eyre, 2001)

This statement underpins the approach to our work with Gifted and Talented students. We must focus on ensuring that the day-to-day diet of learning in which our G&T students engage is differentiated and challenging and we must realise that G&T students need specific educational provision to meet their learning needs. However, our work must also be inclusive, with students who are not identified as gifted and talented benefiting from cutting edge techniques that are employed to teach those who are. In short, the development of provision for gifted and talented students will improve provision for students of all abilities.

As with all our students, those identified as G&T should be given the opportunity to access a broad and balanced curriculum, personalised for their needs. This may provide opportunities for acceleration and the opportunity to access learning at a depth that is suitable for their development. We aim to develop motivation for learning and increase opportunities for independent learning. In summary, it is our aim to create *expertise* in our G&T students and we should therefore aim to develop, for example, expert mathematicians, historians or dancers. In addition, we will take advantage of any possibilities for enrichment activities to enhance the curriculum of our G&T students.

Definitions

Any definition of **ability** – if a policy of full inclusion is to be adhered to – must endeavour to include as many different areas of excellence as possible. We therefore recognise the notion of an **‘able’** student – someone who has the potential or capacity to develop expertise in areas of learning or performance.

Consequently, our definition (of G&T) recognises **ability** in academic, practical, creative, musical, and sporting fields. Therefore a **gifted** and/or **talented** student is defined as:

- a student whose performance or potential performance substantially exceeds that of his/her peers in relation to national expectations, or
- a student whose performance or potential performance noticeably exceeds that of his/her peers in relation to their age group in school.

Talented students are those who display such performance in Art, Dance, Music, Drama and PE.

Gifted learners are those who display such performances in all other subjects.

As a specialist Performing Arts school we recognise that we must nurture and develop those students who display talent in the field of performing arts.

Identification

We will compile a register of our G&T students that will consist of approximately 10 -15% of the students at TPS. The register will be compiled annually in September through the use of a combination of test data and teacher input. The indicators that will be used to identify students on the G&T Register are as follows:

- Information from primary school (YR7)
- Reading and Spelling Age
- Key Stage assessments (Maths, English, Science)
- MIDYIS and YELLIS scores
- Teacher input for all subjects taken from the Record of Progress at the end of the preceding Summer Term

Identification will have regard for national and county identification of very able children through KS2 SATs results. Such students won't always meet the criteria for inclusion on the TPS G&T register, but their progress will be monitored and tracked in addition to the school register.

Staff will access the G&T register which is posted on the 'P' drive of the IT network.

Parents of G&T students will be contacted by letter to inform them that their child is included on the G&T Register.

In addition, departments will draw up an internal register of 5-10 students per year who show a particular aptitude in their subject. This is to recognise those students who excel in individual subjects rather than across the board. Departments will monitor these students to maximise their progress.

Young, Gifted and Talented Membership

Students who are eligible for membership of the YG&T (Young Gifted and Talented) organisation will be invited by letter to register on the scheme. We will encourage and facilitate participation in activities organised by YG&T such as day and summer schools.

Monitoring, Assessment and Evaluation

Teaching staff will review students' progress at regular intervals and assess their work accordingly. The assessment scores attained should also be taken into consideration and compared with expected targets/scores. The HOH/ HOD will regularly monitor the attainment of G&T students and subject teachers are expected to act on any potential under-achievement. Intervention by the Gifted and Talented Co-ordinator (GATCO) may be seen as productive in some cases and he should be informed of underachievement by any student on the G&T Register. GATCO will monitor ROPS for underachievement.

Student and Parental Input

Students and their parents will be surveyed annually (Kirkland Rowell) to gauge the success of the provision for G&T students and their views will be utilised to shape future provision. In addition, at least one G&T student will sit on every subject pupil panel so the views of those included on the G&T register are considered by every department.

Rewarding G&T Students

It is essential that G&T students are rewarded for high achievement and effort in the same way as every other student. Staff should not feel that high-ability students do not value being praised and rewarded. They do! Staff are expected to employ the TPS Reward Scheme to recognise the

achievements of G&T students. HOD/HOH and the GATCO will monitor the application of the scheme.

Transition

TPS will endeavour to foster close links with feeder schools regarding the smooth transition of students from one establishment to another. The school's Primary Liaison Team will play an important role in these links, together with the G&T Co-ordinator.

Key Staff

Gifted and Talented Governor

The link governor's duties will include:

- liaising with the GATCO to monitor provision for gifted and talented students and to ensure that their needs are met;
- receiving feedback and reports from the GATCO and senior staff on the progress of gifted students and keeping the governing body informed through the appropriate committee;
- acting as a champion for gifted and talented students and highlighting their achievements in the community wherever possible;
- supporting the school in accessing exciting and challenging opportunities for gifted and talented students, through governance and other contacts.

Gifted and Talented Co-ordinator

The G&T Co-ordinator's (GATCO) duties include:

- developing, monitoring, supporting, challenging and evaluating the provision for gifted and talented students (including those identified at national / county level);
- ensuring good outcomes for gifted and talented students against the five outcomes of 'Every Child Matters' through working with teachers, other adults, parents, students, external organisations, and communities;
- championing the needs and achievements of all gifted and talented students;
- intervening when gifted and talented students are at risk of underachievement;
- defining what is meant by 'Gifted and Talented';
- identifying G&T students;
- raising awareness of those students via the compiling and publishing of the G&T Register;
- raising staff awareness of resources and strategies available to staff to maximise the experience for G&T students in the classroom;
- monitoring the quality of learning and teaching for G&T students;
- monitoring the progress of G&T students compared to the rest of the TPS student body and against County and National standards;
- contributing to the School Improvement Plan and ensuring that targets are achieved
- registering students for YG&T;
- acting as an 'advocate' and point-of-contact for G&T students and their families.

Head of House

The HOH should oversee the progress of the G&T students within their House by:

- gaining an awareness of who the G&T students are within their House;
- monitoring the progress of those students;
- devising strategies, in conjunction with the GATCO, to address any underachievement of G&T students;
- monitoring the social, behavioural and emotional needs of G&T students within their house.

Head of Department / Faculty

The HOD should ensure that G&T students make the progress expected of them within their department by:

- ensuring lessons for G&T students include appropriate challenge and rigour;
- checking that materials and resources used with G&T students are sufficiently challenging;
- ensuring that G&T students are set appropriately for their ability;

- monitoring the progress of G&T students within their subject area;
- reporting underachievement within their subject by G&T students to the GATCO.

Subject Teachers

Teachers should ensure that G&T students make the progress expected of them within their subject by:

- knowing who the G&T students are that they teach;
- ensuring lessons are challenging (higher order thinking skills) by employing suitable techniques and differentiating tasks Teachers should use the TPS Learning Policy, the 'Provision' section of this document and The National Classroom Quality Standards in G&T Education self assessment tool;
- reporting underachievement of G&T students to their HOD;
- reporting on the progress of the G&T students that they teach when requested by the GATCO or HOD/HOH;
- rewarding G&T students using the TPS Reward System.

Departmental G&T Representatives

Each department is expected to nominate a G&T representative who will be the point of contact regarding G&T provision in their department. The representative is invited to join the G&T working party that meets approximately once per term.

Provision for G&T Students

As stated above, the main focus for our work with G&T students will be on ensuring that they receive high-quality teaching. It is therefore essential that every teacher ensures that lessons provide choice, variety and challenge to meet the needs of the exceptionally able student, as stated in the Learning Policy. In addition, the G&T working party has established a number of strategies and ideas proven to work with G&T students across subject areas:

- **Provide opportunities to demonstrate higher-order skills such as comparing and contrasting, analysis, synthesis, evaluation, prediction, inference, interpretation.**
- Provide opportunities for students to demonstrate and perform their work e.g. use Powerpoint to design a presentation, create display, demonstrate an experiment.
- Avoid tasks that focus on ordering, repeating information or describing.
- Emphasise specialist language and terminology; verbally reinforce this language and expect students to use it.
- Allow students to plan tasks in different ways, providing varying amounts of teacher input;
- Encourage and expect independent learning.
- Encourage questioning of yourself and other members of the class. Teach and expect higher-order questions.
- Allow students to have a choice of tasks and choice of outcomes.
- When discussing, encourage argument and debate. Do not always expect agreement; allow freedom of speech and expression.
- Ensure opportunities for group work. Allow students to work with others of the same ability – don't use G&T students to 'balance' difficult pairings or groups.
- Build opportunities for peer-assessment / provide opportunities for critical evaluation of own work.
- Provide opportunities for extra-curricular experience to see 'experts in action'.
- Encourage risk taking through such activities as hot-seating or adopting roles. Encourage innovation, for example, allow students to plan and lead part of a lesson!
- Provide opportunities for coordinated early-entry where appropriate.
- Use extremely high-quality work as models to show expected outcomes.
- Expect students to provide models and documentation for others to use e.g. revision guides.
- Identify and encourage links with other subjects.
- Provide opportunities to utilise new technologies creatively.

In addition, teachers will use The National Classroom Quality Standards in Gifted and Talented Education (Attached) which provides a self-assessment tool for teachers to gauge the quality of their teaching of G&T students.

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