

## Able, Gifted and Talented Policy

### Vision

The school's aim is to drive up standards across the school by a focus on G&T provision and quality teaching and learning across the school. The staff at Darton High School aim to enable students to respond to the school's high expectations by learning effectively and achieving the highest possible standards in all curriculum areas and in extra curricular pursuits. We aim to encourage all students to enlarge and build on the knowledge, experience, imagination and understanding they bring with them in order to reach and exceed expectations set out using 3 and 4 levels of progress.

This policy together with the Gifted and Talented Development Plan will provide all teachers with guidelines and support in ensuring the needs of the gifted and talented students are met successfully at Darton High School.

### Objectives

- To create and regularly update a register of all students throughout the school who are identified as gifted or talented or both
- To provide effectively for all such students in all areas of the curriculum to ensure that teaching and learning is appropriate to their needs
- To provide effective pastoral care which ensures that the social and personal needs of gifted and talented students are effectively met
- To further develop enrichment and extension opportunities for gifted and talented students which are appropriate to their needs
- To establish strategies to monitor and support gifted and talented students, including those who underachieve
- To provide an effective programme of training for all staff with regard to gifted and talented students

### What do we mean by Able, Gifted and Talented?

There are three categories of student; gifted, able and talented, each is identified and provided for in different ways;

**Gifted** – gifted students have the raw intelligence or brain power to solve problems, learn new skills or understand concepts better than other students across the full range of subjects

**Able** – have a particular ability in one (or more) academic subject areas e.g. some students may not be 'gifted' but may have a particular ability to learn languages or numerical skills. Subjects: English, Maths, Science, French, History, RE etc

**Talented** – as above but in the more creative subjects (art, music, PE, dance, drama), often talents are developed outside of school and not always known or recognised in school. They may also have particular talents linked to leadership, creativity or mechanical ingenuity.

It is important to note that not all gifted and talented students will present themselves in the same way. Some will be:

- good all-rounders
- high achievers on one area
- of high ability but low motivation
- of good verbal ability but with poor writing skills
- very able with short attention span
- very able with poor social skills
- keen to disguise their abilities

## **Identification of Able, Gifted and Talented students**

Our identification methods are inclusive not exclusive, flexible not static.

Students are identified in the following ways:

- Students with a CAT mean score of 115 or above
- Nominations from 4 members of staff for gifted and able students
- Primary school recommendation
- Parental referral
- Peer / self nomination
- Other agencies particularly in relation to talented students e.g. outside sports coaches

The process of identification is assisted by :

- subject criteria for identification (found in all departmental policies)
- monitoring and assessment procedures (including 6 data collections each year)
- careful record keeping by all staff (at teacher level, CTL level and SLT level)
- collation of evidence (including standards and progress of students and achievements)
- consultation and discussion amongst staff

The Inclusion Co-ordinator (INCO) will oversee the monitoring, provision and support required for individual students on the Gifted and Talented register and ensure their specific needs are met. The G&T register is updated twice each year.

## **Organisation**

- As a general principle gifted and talented students are taught with their peers. Where desirable and appropriate to the needs of students, provision will be made for accelerated learning.
- All departments have their own department policy for gifted and talented students in which they make clear their rationale for their grouping policies with regard to such students

## **Curriculum Provision**

It is the responsibility of Heads of Department and subject teachers to ensure that the needs of gifted and talented students are met within each subject area, by providing;

- a learning environment where the prevailing ethos encourages, recognises and rewards ambition and achievement
- assessment is rigorous and challenging for all students and specifically linked to targets in order to motivate and challenge
- schemes of work which explicitly provide for the gifted and talented student using, where appropriate differentiation and tasks which require higher order thinking skills
- flexibility and variety in terms of groupings within classes and teaching styles
- encouragement of independent learning, allowing students to take responsibility for their own work, carry out tasks unaided which stretch their capabilities, make choices about their work and develop their ability to evaluate their work and become self-critical

The school is also a member of the NACE website which provides resources and strategies that staff can use in the classroom. Some staff also use the London G&T resources website to support their planning.

It is a requirement for all teaching staff to use the school lesson planning tool where they identify all Able, Gifted and Talented students in their class and outline the activities/strategies they will use in each lesson to differentiate and challenge those students including learning styles, organisation, resources and use of other adults

All staff have completed their own targets and strategies summary document personalising the learning of their G & T students and they use this with the students to inform their planning

### **Pastoral provision**

It is the responsibility of Heads of Year and Form Tutors to ensure that the social and personal needs of the gifted and talented students within their care are addressed, by providing ;

- a pastoral environment where the prevailing ethos encourages, recognises and rewards ambition and achievement
- support networks which have the facilities to support and mentor gifted and talented students , including those who underachieve

### **Extra-curricular and out of school provision**

The school is committed to providing:

- opportunities to participate in a range of extra curricular activities
- opportunities to take part in trips, visits and residential experiences
- opportunities to benefit from the expertise of a range of outside agencies
- opportunities to work with students from other schools in the cluster

### **Regular Out of school provision**

- Sheffield university SOAMS project. This project is specifically aimed at students who are G&T but may have lower aspirations or other limiting factors which may stop them from attending university (student apply to be on this project which lasts for 3 years and is linked to future career aspirations) Years 9, 10 and 11.
- Cambridge University. Annual presentation to students about university life and visit to the university Years 10 and 11
- **Manchester university and Barnsley Football Club** for the FAST project focussing on underperformers (not just G&T) Year 11
- **Aim Higher** project has activity days focussing on G&T such as development of team work skills All year groups
- Residential for English and Maths revision in March includes a group of G & T students identified from progress data Year 11

### **Responsibility and accountability**

It is the responsibility of the Inclusion Co-ordinator to oversee the identification and provision for G&T students. The Assistant Headteacher and members of the Learning Team will be responsible for the continued updating of the G&T audit within their departments and supporting staff with G&T provision in their departments (or cross curricular where appropriate)

It is the responsibility of the Form Tutor to monitor the overall welfare of each student in their form.

### **Monitoring and evaluation**

**Of students progress** - All Gifted and Talented students are expected to make 4 levels of progress from KS2 to KS4 in line with DCSF guidelines. This is monitored through the school's established system of data collection, interim and reports. The progress of Gifted and Talented students is also analysed by subject 5 times each year after data collections. Underperformance

is identified in relation to progress towards local and national targets. Underperformance is highlighted for subject areas to put intervention in place. Any student underperforming in 3 subject areas or more will be assigned a mentor. Any Gifted or Talented students with other identified problems will also be supported by their Form Tutor

**Of G&T provision** - The monitoring and evaluation of Gifted and Talented provision will be the responsibility of the Inclusion Co-ordinator. The Learning Team will support this via regular review of the Gifted and Talented Audit following the Institutional Quality Standards and the Classroom Quality Standards.

**Of individual student targets** – all students have targets set for them by their teachers once each year. They are reviewed annually and adjusted so as to add challenge and to motivate students. They are monitored through target checks carried out by the Assistant Headteacher and by teachers and students themselves.

**Of composition of G&T cohort** – It is the responsibility of the Inclusion Co-ordinator to update the G&T register twice each year. Once in September and again in January. On completion of this review an analysis of the composition of the cohort takes place to monitor the inclusion of various groups of students on the register e.g. FSM, ethnic minorities, EAL, gender balance, SEN (multiple exceptionality)

**SEF** – the whole school SEF and departmental SEF's refer specifically to G&T standards and provision where appropriate.

## **Staff development and INSET**

There will be opportunities for training for all staff and support and advice for colleagues in carrying out their roles. Members of the Learning Team will support other staff in the development of strategies to use with Gifted and Talented students. External courses will be linked to Performance Management indicators and current priorities for the school or departments identified in the SEF.

## **Links to other policies in school**

This policy is intended to benefit all students at Darton High School whilst explicitly addressing the needs of those who are identified as either gifted or talented or both.

It supports and reinforces existing policies in the school, by ensuring that gifted and talented students are consistently and explicitly provided with teaching and learning opportunities which enable them to progress to the highest levels of achievement of which they are capable. It therefore links to the following whole school policies:

Teaching & Learning  
Assessment for Learning  
Target Setting  
Equality of Opportunity

## **Review**

Original policy written by Donna Carr in July 2001

Revised by Cath Exton December 2004

Revised and updated by Yvonne Bootman and the Learning Team October 2009

Updated June 2010 by Yvonne Bootman