

Paulet High School	School Policy Document		
Document Title	Gifted and Talented Policy		
Document Status	Approved	Approved Date	7th February 2011
Document Owner	Assistant Head- Head of 6th	Review Date	
Audience:	Staff <input checked="" type="checkbox"/>	Students <input checked="" type="checkbox"/> <input checked="" type="checkbox"/>	Governors <input checked="" type="checkbox"/> Parents <input checked="" type="checkbox"/>

Gifted and Talented Policy

Rationale

Paulet High School is committed to an inclusive approach to education which encourages all students to maximise their potential.

The principles of good teaching for all children provide a foundation for effective provision for gifted and talented students.

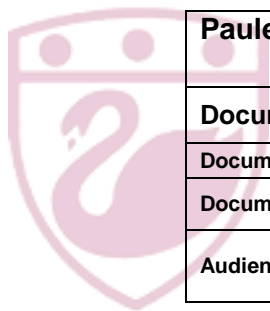
Teaching and Learning and the formation of the curriculum at Paulet supports our students through; promoting self-esteem and well being, promoting adaptability; broadening our students' horizons and assisting our students in developing their confidence as independent learners. Provision for gifted and talented students' forms an integral part of the philosophy of Paulet 11-18.

Aims

- To support individual pathways for students identified as gifted and talented so they can maximise their potential
- To lead and support learners to aim for the highest standards of achievement and attain their potential as learners, regardless of key stage, gender or ethnic background.
- To further develop partnerships with schools, parents/carers in order to identify and support gifted and talented students.
- To keep up to date and share local, regional or national developments and opportunities with regards to gifted and talented education.
- Use a range of quantitative and qualitative data to identify more able students
- Recognize those students who may have potential but currently underachieve
- Use and monitor departmental criteria to identify the most able in particular subject areas
- Enable more able students to develop their full potential by providing challenging and motivating learning experiences across the curriculum
- Offer opportunities to develop the specific skills and talents of G&T students
- Recognize and support the particular intellectual, social and emotional needs of all students
- Promote a desire for excellence in all students regardless of ability
- To deliver the highest quality lessons to inspire and motivate learners
- To support identified gifted and talented learners from disadvantaged backgrounds to overcome low self esteem, peer pressure and lack of aspiration.

Definitions

Department of Education and Ofsted define gifted students as “Children & young people with one or more abilities developed to a level significantly ahead of their year group (or with potential to develop those abilities)” in subjects such as English, Maths, languages



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and the Humanities. Students who are identified as talented are those whose abilities in art, music, dance or sport are ‘significantly above average’ Current guidelines suggest that schools define 5% – 10% of students as ‘gifted and talented’ in each year group. In Paulet High School these students will be considered to be our ‘more able’ students although they may not all necessarily meet national criteria for ‘gifted & talented’. Therefore ‘more able’ is a wider ranging term which includes G & T students.

Identification and monitoring of more able students

There are certain characteristics which gifted and talented students may demonstrate in whichever area of performance they are operating. These characteristics are subject specific and all departmental areas have identified their own unique set of criteria for identification of more able/ gifted students.

Gifted and talented students may;

- show a passion for particular subjects/areas of interest and seek to pursue them;
- master the rules of a domain easily and transfer their insights to new problems;
- analyse their own behaviour and hence use a greater range of learning strategies than others. (self regulation);
- make connections between past and present learning;
- work at a level beyond that expected for their years;
- show intellectual maturity and enjoy engaging in depth with subject material;
- actively and enthusiastically engage in debate and discussion on a particular subject;

The gifted and talented register for Paulet High School is generated in the following ways;

- Using Key Stage 2 National Curriculum Levels to identify students who have achieved at least level 5,5,4 in English, maths and science
- Primary school nominations obtained through the Head of Year 7 transition interviews
- FFTlive targets identifying students who have the potential to achieve level 6s and above in subjects by the end of Year 9
- Departmental nominations obtained in Winter and Spring terms following departmental criteria
- Use of assessment information from the 3 times a year assessment input to target students who have potential but maybe underachieving
- FFTlive targets for GCSE identifying students who have the potential to achieve the top GCSE grades

The gifted and talented register is maintained in SIMS to ensure that all teachers have access to the information. Students who have more than 3 subject nominations and/or



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have the potential to achieve above their peers, shown through target grades from the core Gifted and Talented group.

The core gifted and talented students' achievements are monitored by the Assistant Head. Students who have departmental nominations are monitored by their subject teachers and Heads of Department.

All parents and carers of students who are identified in the core Gifted and Talented group are notified.

Identification of the gifted and talented cohort is a continuous whole school process that is;

- fair and transparent
- does not discriminate against certain groups;
- is flexible enough to include those students joining us part way through our school year and/or are late or early developers.

Teaching & Learning approaches

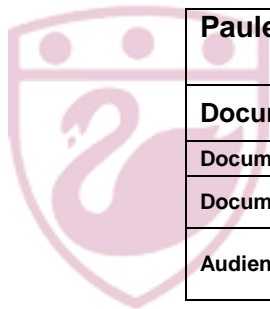
Paulet High School recognizes the need for inclusive provision for more able/ gifted students both within the curriculum and in enrichment activities. The school encourages:

- The recognition of a variety of learning styles and modes of achievement
- Activities pitched at a challenging level for all students
- Differentiated tasks within a common activity that allow for achievement at higher levels
- Appropriate target setting for all students including the more able
- High expectations from staff for all students including the more able
- Extension activities in teaching and learning that broaden or deepen knowledge or a particular skill (not just more of the same to keep faster workers occupied)
- Provision of enrichment activities such as, clubs, visits, specialist speakers, differentiated homework tasks or specialist resources appropriate for, but not necessarily exclusive to, more able students
- Staff to recognize barriers to potential high achievement including behavioural problems, social circumstances, gender, ethnicity and bilingualism

Roles and responsibilities

The Assistant Head with responsibility for G & T:

- Coordinates the identification of more able/gifted students within each year group and reviews this throughout the academic year
- Monitors progress of the 'Core G&T Group' and initiates interventions where appropriate
- Attends training required to successfully carry out the role



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- Updates colleagues on best practice or new initiatives as they arise including running the gifted and talented working group
- Runs the core group gifted and talented enrichment group
- Reviews the G&T policy
- Communicates with parents/carers when appropriate

Subject Leaders:

- Set criteria for identifying more able students within their subject area
- Review their lists of more able students annually and pass this information on to the G&T coordinator
- Monitor the progress of all students including the more able within their subject area
- Ensure that there is appropriate provision for more able students in the teaching and learning process
- Include a statement about G&T provision within the gifted and talented handbook and flags up opportunities for extended learning within their Schemes of Work
- Audit their departmental provision on an annual basis

Staff:

- Identify more able students using departmental criteria
- Deliver departmental Schemes of Work and other activities as appropriate
- Indicate high ability in end of year reports, at parents' evenings and to students where appropriate