

THE FRIARY SCHOOL

Gifted and Talented Policy

Review: 2010

Issue No: 2
Autumn Term 2008

This policy is designed to fulfil School Aims 2 & 3; and objectives 1, 2, 4 & 10.

1 Philosophy

All members of staff, have a responsibility for ensuring that all pupils, including the gifted and talented, are entitled to an inclusive approach to education which provides the support and challenge necessary to help them achieve their maximum potential in all aspects of the curriculum.

- 1.1 The Friary School aims to cater for the specific needs of all our pupils and the Gifted and Talented are no exception to this. This policy seeks to ensure that their needs are recognised and catered for throughout their secondary education in order to fully develop their potential.
- 1.2 It is very important to state that because some pupils may be identified as G&T this does not necessarily mean that others will be excluded from activities that may be specifically aimed at that group. This includes those pupils often referred to as “able”.

2. Aims

- 2.1 Through this policy we aim to:
 - use a range of qualitative and quantitative data to identify those with gifts or talents;
 - recognise those pupils who may have potential but currently underachieve;
 - use departmental criteria to identify the most able in particular subject areas;
 - build on existing systems of monitoring and evaluation to track the progress of these pupils;
 - recognise and support the particular intellectual, social and emotional needs of G&T pupils;
 - enable G&T pupils to develop their full potential by providing challenging and motivating learning experiences;
 - offer opportunities to develop the specific skills and talents of G&T pupils;
 - promote a desire for excellence in all pupils, regardless of ability.

3. Definition

- 3.1 'Gifted' refers to pupils who demonstrate or have the potential to work at high levels of performance in one or more academic area. 'Talented' refers to pupils who have exceptional abilities at a level significantly higher than their peers in areas such as art, music or sport. "Highly able" refers to pupils who show aspects of the above, are highly motivated or typical of the top 10% of the cohort.

4. General overall approach

- 4.1 Wherever possible, the Friary School meets pupils' needs, whatever their ability, within their own class and year group.

5. Identification and monitoring of G&T pupils

- 5.1 The Learning Support Coordinator uses:

- overall scores of 129+ on MidYIS in one battery (Maths, Non-Verbal Reasoning or Vocabulary) and/or other Standardised Assessments;
- Key Stage 2 SATS: combined raw score in the national top 5% in English and maths provided by the DCSF
- high SAT levels in the Core Subjects for Key Stage 3 (e.g. an examined Level 8 in mathematics or a level 8 teacher assessment in another subject)
- Scores of 126+ in Yellis
- GCSE point score of 428+
- information from previous schools;
- dialogue with parents, external providers e.g. coaches and the children themselves.
- Pupils who feature on the majority of departments' top 20 lists

(These identification scores are line with "Young, Gifted and Talented Programme" eligibility criteria.)

- 5.2 Departments are responsible for identifying pupils who fulfil their subject criteria. Strategies include:

- National Curriculum and other standardised tests;
- teacher assessment;
- checklists of subject related criteria;
- examination of work, observation;
- dialogue with parents, external providers e.g. coaches and the children themselves.
- Pupils who are in the top 20 for their year group

- 5.3 The pupils identified as G&T or highly able are placed on a whole school list (approximately 10% of a cohort). Those pupils who have 5 or more entries are also highlighted.
- 5.4 The register will be a flexible, working document that will be reviewed at least twice annually by the Learning Support coordinator, in conjunction with subject leaders, to allow for changes and to respond to teacher observations and assessment. The list is updated at the end of the summer term in preparation for the new academic year.

6. Teaching & Learning Approaches

6.1 The Friary School encourages:

- the recognition of achievement in all areas
- activities pitched at a challenging level, which the pupils can respond to at their own level
- differentiated tasks within a common activity that reflect a greater depth of understanding and a higher level of outcome
- enrichment and extension activities that broaden knowledge or a particular skill
- the provision of a wide range of extra curricular activities/ clubs, educational visits, specialist visitors to school, links with other schools, differentiated homework tasks, specialist resources, time limitations or extensions for particular tasks
- high expectations from staff
- appropriate target setting
- staff to take into account the effects of social circumstances, gender, ethnicity and bilingualism on learning and high achievement.

7. Roles and responsibilities

7.1 The G&T co-ordinator:

- co-ordinates the identification of G&T cohorts within each year group;
- reviews the school's G&T policy;
- updates colleagues on best practice or new initiatives as they arise;
- attends any training required to successfully carry out the role;
- reports to SLG and Governors'
- liaises with other G&T co-ordinators.

7.2 The Lead Teacher:

- provides an example of best practice for Able, G&T pupils in the classroom
- leads developments in learning and teaching to raise the expectations, challenge and achievements of G&T learners
- helps provide training to colleagues
- embeds the Classroom Quality Standards to evaluate practice and identify improvement opportunities
- helps to raise the aspirations and attainment of Able, G&T learners
- supports the G&T coordinator.

7.3 Subject Leaders:

- set criteria for identifying Able, G&T pupils within their subject area;
- review their lists of Able, G&T pupils at the end of the summer term and when requested by the coordinator;
- audit their departmental provision on an annual basis (at the end of the summer term);
- ensure appropriate activities are included in schemes of work;
- return information to the coordinator by the deadline set.

7.4 Staff:

- identify able, G&T pupils in their teaching groups using the departmental criteria;
- deliver departmental activities;
- indicate high ability in end of year reports and at parents' evenings;
- differentiate teaching activities and homework tasks for able, G&T pupils in their classes.

8. Process for review and development

8.1 The school's success in meeting the needs of G&T pupils is evaluated using the following indicators:

- Records of individual pupil progress
- Value added information
- Feedback from subject departments